DOCTOR OF PHILOSOPHY

Applying theory-based interventions to encourage successful intergroup contact through shared education programme in Northern Ireland

Kinghan, Deborah

Award date:
2019

Awarding institution:
Queen's University Belfast

DOCTOR OF PHILOSOPHY

Applying Theory-Based Interventions to Encourage Successful Intergroup Contact Through Shared Education Programme in Northern Ireland

Kinghan, Deborah

Award date:
2019

Awarding institution:
Queen's University Belfast

QUEEN'S UNIVERSITY BELFAST

Thesis Deposit Form

To be completed by Student

Degree:	Doctor of Philosophy (Psychology)
Full Name:	Deborah Anne Kinghan

Thesis title:

Applying theory-based interventions to encourage successful intergroup contact through Shared Education Programme in Northern Ireland

Summary: (max. 300 words)

Although now in a period of peace after years of violent intergroup conflict, known as 'the Troubles', Northern Ireland continues to experience difficult intergroup relations and societal segregation between the Catholic and Protestant communities (Jarman, 2005; Balcells, Daniels & Escribà-Folch, 2016). Allport's (1954) contact theory is often championed as a solution to problems arising from the conflict in Northern Ireland and other forms of religious or ethnic conflict worldwide. Despite the largely segregated education system which persists today, efforts to increase positive interaction between young people in the two communities, such as short-term school-based contact initiatives, and integrated schooling, have been developed (Hughes & Loader, 2015). Most recently the 'Shared Education Programme' was introduced, in which pupils from traditionally religiously distinct schools move between schools for classes in particular subjects (McAleavy, Donegan & O'Hagan 2009). However, negative emotional preconceptions of contact may persist, limiting the potential benefits of initiatives such as Shared Education, where segregated schools collaborate for certain subjects. Alternative interventions such as imagined contact (Turner, Crisp & Lambert, 2007a) and extended contact (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997) have also been shown to improve intergroup attitudes and may increase the efficacy of face-to-face contact.

The overall aim of the research was to investigate how to effectively apply imagined and extended contact interventions to reduce prejudice and encourage contact between young people in Northern Ireland, specifically in preparation for Shared Education. This PhD research was structured into three stages, culminating in the final widespread testing of school-based interventions based on theories of imagined and extended contact. The preliminary stages included an interview and focus group study, intervention design and pilot intervention testing, which gathered information to aid in this final testing study. Although the results of the main study were largely inconclusive, the process of investigating the application of indirect contact theories as interventions within this context generated innovative information on intergroup relations in Northern Ireland, and how to utilise indirect contact interventions effectively with young people.

To be completed by Examiner

EXAMINER CERTIFICATION OF SUBMITTED WORK

I hereby certify that this is the final accepted copy of the submitted work and that all required amendments have been completed and submitted within the required deadline.

Name of Examiner: [redacted]

Signature of Exami [redacted]

Date: 6/2/2019

To be completed by Student

Student Declaration:

I give permission for my thesis to be made available, under regulations determined by the University, for inclusion in the University Library, consultation by readers in the School, inter-library lending for use in another library and to be photocopied, electronically reproduced and to be stored and made available publicly in electronic format
Please tick as appropriate:

i) Immediately ☑

Or

ii) After an embargo period of 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years ☐

Reason for embargo: (applies to both print and e-thesis)

☐ The thesis is due for publication, either as a series of articles or as a monograph

☐ The thesis includes material that was obtained under a promise of confidentiality

☐ Would substantially prejudice the commercial interests of the author, the University or an external company

☐ Contains information which may endanger the physical/mental health or personal safety of an individual(s)

I wish to embargo the e-thesis copy permanently: (applies to e-thesis only)

☐ The thesis contains material whose copyright belongs to a third party and the gaining of approval to publish the material electronically would be onerous or expensive; and the removal of the copyright material would compromise the thesis

---

CONFIRMATION OF DATA/HUMAN TISSUE SAMPLES HANDOVER

All research involving human participants, their tissue (e.g. blood, saliva, urine) or their data (interviews, consent forms, questionnaires) must be retained by the University for at least five years. These sources must be handed over to your supervisor. Please confirm, by ticking the appropriate box, that:

☑ I have provided my supervisor with all laboratory notebooks and/or primary source material pertaining to the study, including electronic data.

☐ I have identified for my supervisor the location of stored human tissue samples and provided an inventory of these.

☐ Due to the nature of the project I am not required to handover any data or samples relating to my thesis.

Signature of Student: [redacted] **Date:** 06/02/2019

To be completed by Supervisor

SUPERVISOR CONFIRMATION AND APPROVAL

I approve any embargo request above and confirm that the information given regarding Data/Human tissue samples is correct and that, where applicable*, the final copy of the thesis has also been made available in electronic format (e-thesis) via PURE.

Name of Supervisor: Professor Rhiannon Turner

Signature of Supervisor: [redacted] **Date:** 06/02/2019

* RCUK funded students and all students who commence research from September 2016 must also submit an electronic copy of their thesis via Pure

APPLYING THEORY-BASED INTERVENTIONS TO ENCOURAGE SUCCESSFUL INTERGROUP CONTACT THROUGH SHARED EDUCATION PROGRAMME IN NORTHERN IRELAND

Deborah Kinghan (BSc Psychology)

School of Psychology

Queen's University Belfast

This dissertation is submitted for the degree of Doctor of Philosophy

February 2019

DECLARATION

This dissertation is the result of my own work and includes nothing which is the outcome of work done in collaboration except where specifically indicated in the text. It has not been previously submitted, in part or whole, to any university of institution for any degree, diploma, or other qualification. In accordance with the Queen's University Belfast guidelines, this thesis is does not exceed 80,000 words.

ABSTRACT

Although now in a period of peace after years of violent intergroup conflict, known as 'the Troubles', Northern Ireland continues to experience difficult intergroup relations and societal segregation between the Catholic and Protestant communities (Jarman, 2005; Balcells, Daniels & Escribà-Folch, 2016). Allport's (1954) contact theory is often championed as a solution to problems arising from the conflict in Northern Ireland and other forms of religious or ethnic conflict worldwide. Despite the largely segregated education system which persists today, efforts to increase positive interaction between young people in the two communities, such as short-term school-based contact initiatives, and Integrated schooling, have been developed (Hughes & Loader, 2015). Most recently the 'Shared Education Programme' was introduced, in which pupils from traditionally religiously distinct schools move between schools for classes in particular subjects (McAleavy, Donegan & O'Hagan 2009). However, negative emotional preconceptions of contact may persist, limiting the potential benefits of initiatives such as Shared Education, where segregated schools collaborate for certain subjects. Alternative interventions such as imagined contact (Turner, Crisp & Lambert, 2007a) and extended contact (Wright, Aron, McLaughlin-Volpe, & Ropp, 1997) have also been shown to improve intergroup attitudes and may increase the efficacy of face-to-face contact.

The overall aim of the research was to investigate how to effectively apply imagined and extended contact interventions to reduce prejudice and encourage contact between young people in Northern Ireland, specifically in preparation for Shared Education. This PhD research was structured into three stages, culminating in the final widespread testing of school-based interventions based on theories of imagined and extended contact. The preliminary stages included an interview and focus group study,

intervention design and pilot intervention testing, which gathered information to aid in this final testing study. Although the results of the main study were largely inconclusive, the process of investigating the application of indirect contact theories as interventions within this context generated innovative information on intergroup relations in Northern Ireland, and how to utilise indirect contact interventions effectively with young people.

ACKNOWLEDGEMENTS

A number of people have helped me at various stages of the project and in life in the years surrounding it, to whom I am hugely grateful.

My PhD supervisors Professors Rhiannon Turner and Joanne Hughes, and Dr Gary McKeown for their ongoing support, guidance, inspiration and patience. For always providing criticism with kindness and presenting me with opportunities to develop. Special thanks to Professor Turner for her supervision at undergraduate level which ultimately lead me to this further stage, and her example as an academic.

Each of the studies undertaken required the assistance of a number of schools, pupils, teachers, and those with connection to those schools aiding me to create those relationships. Thank you to numerous contacts across each of the library boards, those at the Centre for Shared Education for assistance with this, but especially Mark Baker for his help with forging school connections, and Danielle Blaylock for so much additional guidance along the way.

I also wish to thank my team of undergraduate research assistants; Andrew Dillon, Bronadh Rooney, Claire Malone, and Zoe Younger, without whom data collection would not have been easy, or perhaps possible. Thank you to Gail Taylor for help with data input, which allowed all work to be completed so my final study could begin on schedule.

Kathryn Hunter, my best friend and one of the smartest people I know. For all the things we've shared in person, by letter and in long phone calls. Thank you for your proofreading help. Megan Rutherford, Kirsty Kelso and Meabh Nic Mhathúna, for your friendship, craic, life-chats and prayers in the Chaplaincy and/or Lower Windsor for 6, 5.5 and 4 years. Long live the (hopefully soon to be) Three Doctors and a Nurse!

Dr Ross Thompson for your invaluable advice and friendship. Thomas Knox for proofreading my differentiation report and probably being the first person to understand my fully formed research idea.

My parents who have supported and helped me reaching my educational potential. For all the ways you encouraged my interests growing up; library trips, buying me books and science kits, taking me to places where I could learn a lot, which has helped me develop and brought me to this point. Thank you for your love, advice and practical help, getting me to far-flung research locations, putting up with my sharpness during stressful times. Thank you for supporting me through various career ideas and none, and always providing me with a safety net as I've ventured out.

My brother Dave for always setting the educational bar high for me. Thank you for encouraging me to read, watch and absorb a variety of things even when they were a bit beyond me. For being ridiculously creative and having the best sense of humour. For proofreading and data-input help, and forcing me to take some breaks at weekends.

Darren Whiteside, for being with me only slightly longer than I've been completing this PhD, and therefore for being by my side for this entire experience. Thank you for maintaining my sanity, fuelling me with tea, listening to and often helping me work out difficulties, your knowledge, your work ethic, your reliable company and caring grumpiness.

No thanks to the burglars who stole my laptop in first year, but thank you to the creators of backup software!

Finally, it would be wrong not to acknowledge the one I've spoken to most over this time, especially in the rougher moments. I can't ignore how consistently, my failures have had a way of leading to much more interesting opportunities, and my successes

have never been entirely possible from my own efforts. So, as a person of both science and faith I thank God for that.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA - Analysis of Variance

ARK – Archive Research Knowledge

CAIN - Conflict Archive on the Internet

DENI - Department of Education Northern Ireland

EMU - The Education for Mutual Understanding Promoting School Project

IOS – Inclusion of Other in Self

IRA – Irish Republican Army

LLW – Learning for Life and Work

NICIE - Northern Ireland Council for Integrated Education

OFMDFM – Office of the First Minister and Deputy First Minister

PSNI – Police Service of Northern Ireland

SEP – Shared Education Programme

SES - Socioeconomic status

UDA - Ulster Defence Association

UVF - Ulster Volunteer Force

List of Appendices

1 INTRODUCTION AND RESEARCH BACKGROUND

The Northern Irish conflict spanned over twenty-five years. It was based around the differing political viewpoints of individuals who desired the country be united with the Republic of Ireland, and others who believed it should remain within the United Kingdom (Cairns & Darby, 1998). The conflict resulted in over 40,000 victims of violence and substantial movement of the main 'religious/political communities' into segregated areas to escape the dangers of conflict (Connolly, Purvis & O'Grady, 2013). Although now viewed as a post-conflict society (Lundy & McGovern, 2001; Muldoon & Downes, 2007), Northern Ireland continues to experience difficult intergroup relations. Nonetheless, the region is often viewed as an exemplar of conflict resolution (Aughey 2012). Political breakthrough stemming from the Belfast 'Good Friday' Agreement has been the basis for numerous 'Shared Future' initiatives to alleviate negative intergroup emotions and promote contact (Hughes, Campbell, Hewstone & Cairns, 2007). Many of these involve children and young people who did not live through the conflict, in the hope that they will grow up without the prejudice and segregation of the past.

Education has maintained a notable focus upon reconciliation work during the conflict and since its end (McEvoy et al., 2006). According to Hughes and Loader (2015),

despite the largely segregated education system which persists today, from the 1980's onward the practise of Integrated schooling has slowly grown, and many short-term initiatives have arisen to bring pupils from the separate traditions together. These short-term initiatives, including the 'Schools Community Relations Programme' (until 2010), and other current less formalised projects are noted as often being extracurricular, involving joint activities, rather than linked to the main school curriculum (Hughes & Loader, 2015), and criticised for often failing to address issues of intergroup difference and conflict. (Richardson, 2011). The Education for Mutual Understanding Promoting School Project' (EMU) (1990's and early 2000's) was introduced as a curricular theme, and later superseded by 'Local and global citizenship', focussing upon wider diversity issues than Catholic-Protestant intergroup relations (Richardson & Gallagher, 2011). Integrated education, in which pupils from both Catholic and Protestant backgrounds are educated together by mixed staff in one school campus was heralded by the Education Reform Order (1989) which provided legislative support for creating new, and changing segregated schools into, Integrated schools (Hughes & Loader, 2015). Despite the demonstrated benefits of educating pupils of different backgrounds together (e.g. Hayes, McAllister & Dowds, 2007), the sector remains small and with limited support. While some oppose separate schooling due to concerns that this creates a norm of societal segregation, others argue its importance in maintaining religious ethos and identity (Hughes & Loader, 2015). Against this backdrop, an alternative initiative 'Shared Education' was devised, in which pupils from traditionally religiously distinct schools move between schools for particular subject classes, bringing children from typically segregated areas into contact (McAleavy, Donegan & O'Hagan 2009). Hughes and Loader (2015) explain that this initiative (beginning in 2007) filled gaps left by the earlier projects due to its

potential to offer more sustained intergroup contact within the separate system of education, circumventing issues of support for integration, and emphasising its additional curricular benefits.

Each of these initiatives closely align with the principles of intergroup contact theory (Allport, 1954; Pettigrew & Tropp, 2006), which proposes that bringing two distinct groups to interact together can reduce intergroup prejudice and conflict. However, contact needs to involve equal status, opportunities to cooperate, common goals, and institutional support. This theory and the body of research that supports it will be detailed in Chapter Two — the theoretical background to this thesis project. In spite of the efforts expended upon these initiatives, segregation and intergroup tensions still permeate Northern Irish society (Jarman, 2005; Balcells, Daniels & Escribà-Folch, 2016). Often, even where the contact initiatives are being implemented, young people prefer not to engage with those from the other community. Children from different ethnic groups tend to 'self-segregate' even in diverse school settings, as noted by Al Ramiah, Schmid, Hewstone, and Floe (2015), and in Northern Ireland McKeown, Stringer and Cairns (2015) found persistent seating segregation in Integrated schools in Northern Ireland over three times points in one year. 'Self-segregation' may occur due to a lack of interest in intergroup contact (Al Ramiah et al., 2015), or due to poorly managed seating arrangements by teachers (McKeown et al., 2015). Another influential factor on this behaviour can be intergroup anxiety, the concern that interacting with those of a different group will result in negative psychological or behavioural consequences for oneself, and negative evaluations by in and outgroup members. According to Stephan and Stephan (1985) psychological consequences may include embarrassment; awkwardness; irritation; guilt; behavioural consequences of being harmed or discriminated against; outgroup judgement by being rejected,

stereotyped or mocked; and rejection or punishment for associating with the outgroup by the ingroup. The expectation of negative consequences can hinder the potential of contact (Stephan & Stephan, 1985). One potential solution to self-segregation and intergroup anxiety is indirect contact.

Despite the wealth of intergroup contact research, especially within Northern Ireland (e.g. Al Ramiah, Hewstone, Voci, Cairns, & Hughes, 2013; Paolini, Hewstone, Cairns & Voci, 2004; Tam, Hewstone, Kenworthy & Cairns, 2009; Turner, Tam, Hewstone, Kenworthy & Cairns 2013a), indirect contact theories have been overlooked in programmes aimed at improving the Northern Irish intergroup situation, despite their demonstrated success within segregated settings. Indirect contact is presented as an alternative to 'direct' intergroup contact, the main difference being the absence of physical intergroup interaction (e.g. Dovidio, Eller & Hewstone, 2011) and commonly includes imagined contact and extended contact. Imagined contact theory originated from the work of Turner, Crisp & Lambert (2007a) and is defined by Crisp and Turner (2009, p. 234) as 'the mental simulation of a social interaction with a member or members of an outgroup category.' That is, imagining contact with an outgroup member can create similar prejudice-reducing effects as experiencing actual intergroup contact. Wright, Aron, McLaughlin-Volpe and Ropp (1997) found evidence for extended contact — that simply knowing that a member of one's ingroup has experienced positive intergroup contact can improve intergroup attitudes. This thesis will not only consider the applicability of direct contact to the Northern Irish context through the literature review, but also test if the use of indirect contact interventions improve cross-community attitudes and behaviours in an educational context.

Kozlowski, Chen and Salas (2017) highlight that the concept of psychological research resulting in positive real-word practical applications is not a new idea. Psychology's emergence as a scientific discipline in the 19th century resulted in two avenues of work; enhancing psychology's scientific rigor and it's practical application (Kozlowski et al., 2017) While advancements in both areas have continued to the present day Breckler (2006) notes the dichotomy of status between the two areas has also grown. Applied psychology can often be viewed as less valuable in terms of scientific rigor, and encounter greater criticism for failing to meet the standards of 'basic' experimental studies when put forward for funding or publication (Breckler, 2006). Part of this issue lies in the epistemological stance which psychology has traditionally adopted. As a discipline, Psychology has moved toward a framework based on the empirically studied natural sciences in the past couple of centuries (Charles, 2013). Within this overarching history, similar changes occurred within the subset of social psychology (Sensales & Dal Secco, 2014). The scientific method has been conceptualised in numerous ways, but most explanations involve a positivist epistemological viewpoint, that observable phenomena relate directly to reality (Bryman, 2008), and empirical methods, that experienced phenomena can be measured and tested (Parker, 1992). Psychological research often follows the traditions of positivism and bound up in these perceptions is often the prominence of quantitative methods over qualitative research (Michell, 2003). This framework may also be responsible for the devaluing of applied research by some. Parker (1992) explains that in the physical sciences it is often possible to create 'closed systems' within laboratories to test these phenomena eliminating confounding variables. Orne, (1962) highlights that this situation may not be achievable in psychological behavioural science, as rather than inanimate forces and objects, experimentation focuses on animate, thinking participants who are able to

ascribe meaning to their situation. Nevertheless, the notion of scientific rigour held in high regard within psychology (Michell, 2003) is often more associated with basic rather than applied research (Breckler, 2006), as within applied research there can be more confounding influences beyond the researcher's control.

Yet Breckler (2006) argues for the status of applied psychology to be increased due to its greater practical value in a wide range of areas, such as education. Numerous experimental studies acknowledge the possibility of applying the cited theory toward the end of their papers, indicating a widespread confidence in the value of applied research in this area, but they rarely further postulate how the theory could be used to address real-world issues (e.g. Armstrong, Morris, Abraham & Tarrant, 2017; Kuchenbrandt, Eyssel & Seidel, 2013; Prati & Loughnan, 2018; Prior & Sargent-Cox, 2014).

The subject of this thesis, the application of indirect contact theories in an educational setting has also been advocated by indirect contact researchers, such as Smith and Magill (2009), and as Crisp and Turner (2009). Jones and Rutland (2018) note that to date the vast majority of direct and indirect contact research has been experimental or cross-sectional. Yet in recent years the applied potential of contact theories have been trialled, particularly within school settings (e.g. Stathi, Cameron, Hartley & Bradford, 2014; Vezzali, Stathi, Crisp & Capozza, 2015a; Vezzali, Stathi, Giovannini, Capozza & Trifiletti, 2015c).

The value of utilising applied indirect contact is outlined in the following chapters, and the overarching research question addressed by this thesis is,

> *'How can interventions of imagined and extended contact be best applied to the Northern Irish curriculum to encourage successful intergroup contact through the Shared Education Programme?'*

The thesis is structured to gradually build a detailed response to this question. The initial chapters set out the contextual background to this question — the historical and cultural bases for the current manifestation of intergroup relations between Northern Irish Catholics and Protestants, key conflict events which influence intergroup relations today, and the rationale for research into theory-based interventions to improve these relations. To help improve current school-based contact initiatives aiming to improve cross-community relations in Northern Ireland, the educational context of intergroup relations is also explored, culminating in a specific focus on the SEP. Chapter Two examines the key theory upon which an intervention study is designed and later tested. The main description of the intervention design is set out in the Methodology chapter (Chapter Three), but further work is then undertaken to enhance the design of the intervention testing through two preparatory studies, a qualitative investigation of the context and proposed methods (Chapter Four), and initial testing of the research design (Chapter Five). In Chapter Five additional design details are outlined after the interview and focus group study, and in the discussion of the initial intervention testing. The finalised research design is then tested, before Chapter Six evaluates the contribution, limitations and recommendations of the thesis.

Conflict and group identity in Northern Ireland

Bush and Saltarelli (2000) note that most conflicts in recent history have been fought not between nations, but by competing groups within the same nation. The Northern Ireland conflict can already be considered more complicated, as depending on an individual's historical perspective, the conflict can be viewed as between nations, or between two religio-cultural groups in the same nation as the competing group memberships and ideologies incorporate nationality, political and religious aspects

(McKeown, 2013). Primarily, Nationalist and Unionist identities are founded on group members' affinities to the nation of Ireland, or the United Kingdom, respectively (Bryan, 2015), as set out in the below summary of Northern Ireland's history. The term 'Catholic' is often used to synonymously mean 'Nationalist' and 'Protestant' to mean 'Unionist'. This thesis uses the terms Catholic and Protestant to refer to broad cultural communities which are partly characterised by political and religious differences, but mostly by differences in traditions and identity. These identity distinctions have characterised relations in Ireland for many centuries.

The historical context of identities

In the seventeenth century the 'Plantation' established English rule in Ireland creating sizeable Protestant communities in most areas of Ulster (Baillie, 1994). However, the Protestant majority in Ulster was distinct from the rest of Ireland which contained a mostly Catholic population. Cultural, linguistic and religious distinctions separated the two populations' daily lives, giving rise to group-based stereotypes which continue today, as well as intergroup conflict due to shifting intergroup status and discrimination. Catholics were not permitted by the ruling Protestants to vote, hold legal professions and had difficulties in owning land (Baillie, 1994). The 1921 Partition split Ireland into the primarily Protestant, British Northern six counties, and the primarily Catholic, Irish 26 counties of the Republic of Ireland. Discrimination and inequality against Catholics in the new province persisted in areas including employment, education, housing and suffrage, leading to civil rights demonstrations in the 1960s, before the outbreak of riots, violence and increased militarisation locally termed 'the Troubles' (Hewstone et al., 2005; McEvoy et al., 2006). The root cause of conflict is debated, but is based upon the two communities' differing ideologies, and

the consequences of their attempts to achieve their aims (Hewstone et al., 2005; Tam et al., 2009).

Nationalist and Republican Catholics attempted to achieve their goals of equality, fair treatment and Ireland's re-unification, by civil resistance and political means. Violent conflict arose from rioting (McKeown, 2013), and groups including the Irish Republican Army (IRA) claiming to represent the fight for these ideas (Hewitt, 1981; McEvoy et al., 2006). Unionist and Loyalist Protestants feared the challenge to Northern Ireland's British status and relied on a predominantly Protestant police force, the British military and for some, paramilitary organisations including the Ulster Defence Association (UDA) and the Ulster Volunteer Force (UVF) for defence (Aughey, 2012; McEvoy et al., 2006). In the 1990's, the 'peace process' heralded ceasefires, negotiations and the landmark 'Good Friday' Agreement of 1998. The agreement enabled a devolved government to be established, with power shared between Nationalists and Unionists and equality ensured in social and economic activity (Belfast Agreement, 1998). Despite these developments, the conflict retains a psychological influence upon Northern Irish society (Tam et al., 2009). Many believe that the conflict has not ended, rather its nature has changed. While constitutional settlement was largely reached, intergroup relations remain strained, resulting in intergroup friction, trauma, fear, and widespread segregation.

Continued intergroup friction

Since the 1998 'Good Friday' Agreement, Northern Ireland has enjoyed demilitarisation and relative peace. However, there have been notable occurrences of violence since, and some constitutional issues remain disputed. The Agreement left vague some key issues relating to identity-expression and dealing with the conflict

legacy, which remain unresolved despite continued discussion. For example, the Protestant summer parading season often results in clashes between rival communities and police, as it highlights cultural distinctions where leadership and influence in one community is often not recognised by the other, and territorial disagreement occurs over displays of group identity. Tensions run high in these situations due to rejection or 'fear' of compromise (Hayward, & Komarova, 2014).

Sectarian violence has decreased considerably since 'the Troubles' ended, yet several such incidents still occur each year. Many reports have tracked these incidents using statistics from the Police Service of Northern Ireland (PSNI), including the Peace Monitoring Reports (Nolan 2012; 2013, 2014). Balcells et al. (2016) argue that intergroup violence has simply changed in nature since 'the Troubles', and today consists of more 'low-intensity intergroup violence' including riots, threats, abusive language, intimidation, criminal damage, and fights between individuals.

Nolan (2012 p.7) describes Northern Ireland as 'a relatively peaceful society,' noting that crime is relatively low compared to of England and Wales (based on 2011 figures). Nolan (2012) states that sectarian crimes occur daily in Northern Ireland, and may be perpetrated against individuals in their homes, or against symbolic premises of organisations like Catholic churches or Orange Order halls (Balcells et al., 2016).

Although these statistics indicate that certain areas of the country continue to experience higher sectarian violence levels than others, the impact of violence has ramifications for all of Northern Ireland. Those caught up in attacks often feel it necessary to relocate due to the threat of violence (Nolan, 2012). Jarman (2005) reported that from 1991/92 to the publishing of his report in 2005, an average 1378 people per year sought rehousing due to sectarian, racist or paramilitary threats.

Feelings of threat also reinforce the desire of communities to live behind interface peace walls, segregating Catholic and Protestant areas. Even since the ceasefires from 1994, an additional 17 barriers have been erected or enlarged in Belfast (Jarman, 2005). Northern Irish infrastructure is impacted by roads blockages due to bomb scares, or clashes during parades or protests. Recent notable clashes occurred during the 2012 Orange Order marches due to ongoing controversy about parading near Nationalist areas, and between December 2012 and March 2013 due to Loyalist protests over new rules regarding flying the Union Flag less frequently over Belfast City Hall (Bryan, 2015; Hearty, 2015; Nolan, 2013). Jarman (2005) lists tensions surrounding the display of flags during the marching season as a key catalyst of sectarian violence. Although the country is arguably at its most peaceful in decades, there remains a volatility wherein violence can be sparked by a range of factors.

Trauma and avoidance

Conversations about conflict experiences tend to be avoided due to their traumatic nature. Burns, Logue, and Bush (2010) explored how conflict experiences are transmitted across generations, comparing Northern Ireland to a range of global contexts. The authors differentiate between traumatic conflict experiences which are transmitted 'intergenerationally' such as deliberately recounting upsetting events, and 'transgenerationally' through unintentionally occurring psychological mechanisms such as avoidance, however Ramzy (2007) states that the terms are synonymous. Transgenerational experiences may include feelings of victimisation, prejudice, or desire for revenge. Those who directly transmit social and family history to subsequent generations may be conflicted between accurately conveying their experiences, and presenting their lives as 'normal', and less affected by the experiences than they truly

are. They may emphasise or glorify particular events or people, but withhold their emotional experiences of fear (Burns et al., 2010) and avoid more difficult aspects.

In Northern Ireland, complete avoidance of intergroup issues can be a common response, which has been described as a 'culture of silence' (McNally, 2014, p.15). Avoidant societal norms may be particularly prevalent for Protestants, as Logue, McGillion and Shirlow (2007, p.57) found silence on conflict experiences described as 'the Protestant way.' Individuals with direct conflict experiences may avoid raising conversation relating to intergroup conflict to prevent themselves confronting difficult emotions and remembering distressing events (Ancharoff, Monroe and Fisher, 1998). Avoidance is problematic as it prevents explanation of conflict events or group motives, meaning subsequent generations have to rely on their own imagination to complete gaps in their understanding. These unknown aspects, or imagined versions of events may create greater fear than the knowledge intergenerational transmission would have provided (Dekel & Goldblatt, 2008). Another outcome of avoidance may be romanticising and glorification of conflict events, without the moderation that realistic explanation could provide (Burns et al. 2010).

Avoidance may be considered different from the intergroup anxiety that can arise during contact as a result of concerns over highlighting markers of intergroup difference or causing offense (Stephan & Stephan, 1985), which will be discussed in Chapter Two. Yet, avoidance may perpetuate the idea that intergroup differences and conflict are not socially acceptable topics. Although not included in the aforementioned discussions of avoidance, it may perpetuate segregation, by encouraging avoidance of outgroup members, to avoid encountering markers of

difference and conversations relating to these, or conflict reminders which may prompt feelings of trauma.

Segregation

Enclaved communities represent a particular type of segregation, but more generally, everyday segregation between the Protestant and Catholic communities remains prevalent and avoidance contributes to this. Segregation may be residential, social and educational, and is a clear hindrance to improving intergroup relations in Northern Ireland.

Although residential segregation previously provided security from intergroup violence (Hughes, Campbell, Hewstone & Cairns, 2007), it now represents boundaries allowing the preservation of cultural expression (Gray, McAnulty & Keenan, 2009). Communities often use their spaces to display symbols of their culture, including flags, murals and kerbside painting in national colours. These displays can reinforce segregation, providing physical markers of territory (Paris, Gray & Muir, 2003) referred to as 'chill factors' (Hughes et al., 2007). The Northern Irish government has prioritised diminishing the problem of segregation through the creation of a 'Shared Future' (Office of the First Minister and Deputy First Minister 'OFMDFM', 2005), including plans to create more mixed housing. Yet, Gray et al. (2009) claim that areas like Belfast are now more segregated than ever, and, many interface walls have been extended since 'the Troubles' ended. New approaches encouraging community interaction appear to be very necessary.

Interface peace walls represent communities living in close proximity to each other, who are unable or unwilling to mix. According to survey research by Byrne, Gormley-Heenan, Morrow and Sturgeon (2015), Protestants and Catholics agree that the main

function of the interfaces were to protect them from violent attacks by outgroup members. However, other stated functions of peace walls differed by community. Forty-five percent of Protestants felt the walls allowed them to freely express their culture, and 29% believed that without these boundaries their culture would disappear. Cultural threat appeared less concerning for Catholic respondents as only 20% believed the walls necessary to allow culture to be celebrated freely, and 8% believed them necessary for their culture's survival. Due to conceptualisations of division even where physical barriers did not exist, some young people believed that removing peace walls would have little effect on those used to them, as imagined barriers would still exist between the communities (Leonard & McKnight, 2011).

Unsurprisingly, segregation inhibits intergroup interaction. Twenty percent of respondents claimed that they never interact with people from outside their own communities, and 42% never interact with those from the other side of the peace wall. For those who had experienced some contact across the interfaces, the majority felt that these experiences had been positive, although fewer Protestants (60%) held this view than Catholics (71%) (Byrne et al., 2015).

Less proximal intergroup segregation is also problematic in Northern Ireland. The following maps (CAIN Web Service, 2011a; b) illustrate segregation levels between the two main communities within Northern Ireland as a whole, and within the capital city of Belfast. Although only the Catholic population is directly referred to in these visualisations, it is inferred that the remaining areas are populated by the remainder of the population which is predominantly Protestant, represented by the symbolic green and orange coding.

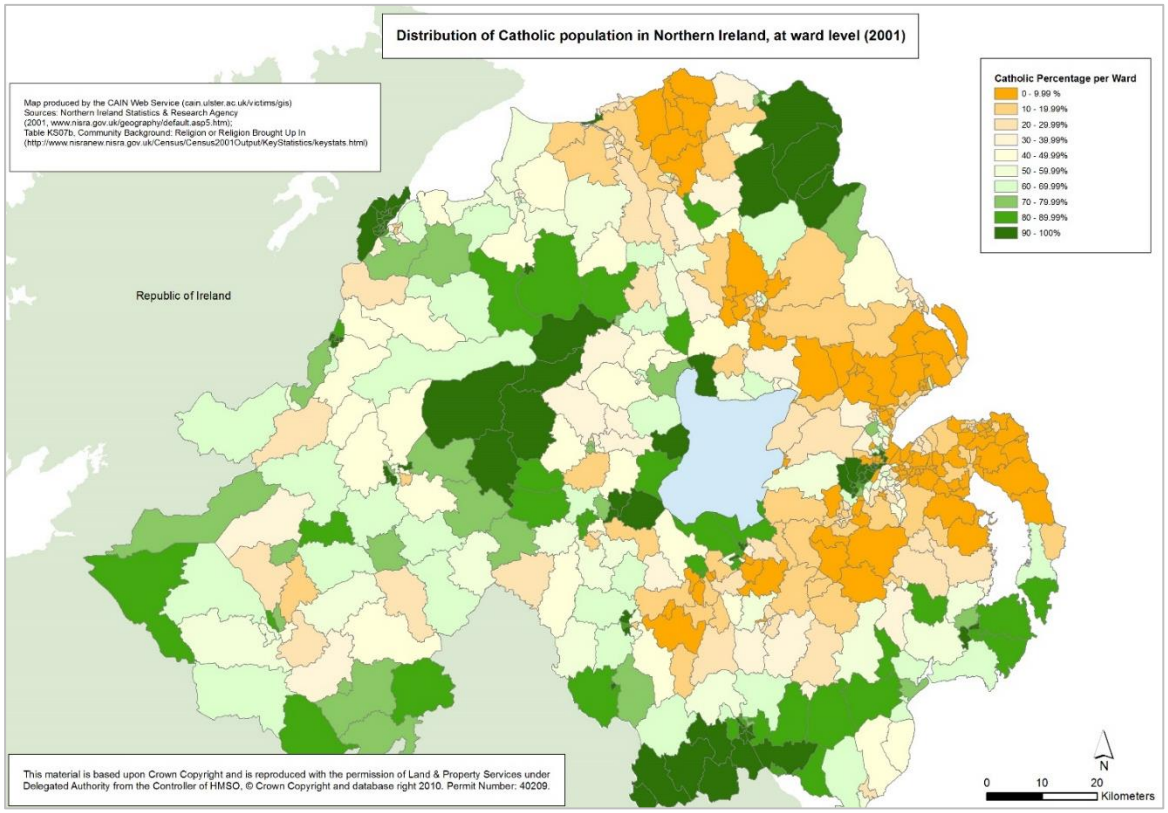


***Figure 1*: Map showing 'Distribution of the Catholic population in Northern Ireland at ward level (2001)'**

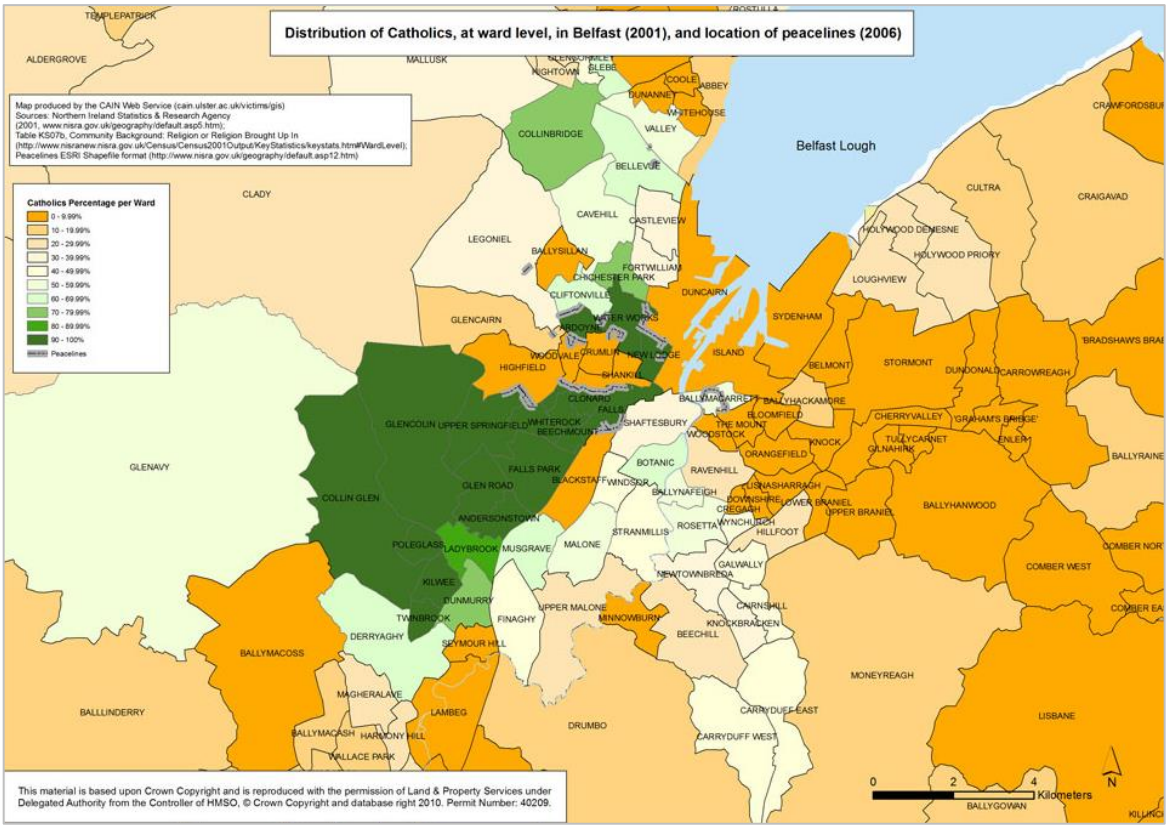


***Figure 2*: Map showing 'Distribution of Catholics, at ward level, in Belfast (2001), and location of peace-lines (2006)'**

These maps show a stark contrast between areas which each community dominates, with darker colours indicating more homogeneous areas. There are several paler, mixed areas, but even within these geographical wards the communities may not live in mixed neighbourhoods. In Belfast where there are numerous highly homogeneous communities living adjacent to each other the peace walls are more apparent. Although these maps rely on Census data from 2001, and more up to date visualisations are needed, a similar picture is revealed by more recent, but less detailed visualisations using the larger local government areas, rather than wards, and using census data from 2011 in the 2013 Peace Monitoring Report (Nolan, 2013). Nolan (2013) also reports that between 2001 and 2011 the change in the number of mixed wards (no single community majority over 50%) and what could be considered fairly mixed wards (50-

59% single identity) only increased by 25 out of the 582 wards in Northern Ireland. However, highly segregated wards (>80% single identity) decreased during this period by 78.

Other forms of segregation exist in interpersonal relationships, work, sport and leisure (Hughes et al., 2007). Recreational activities often depend upon residential segregation. Some sport or shopping centres are only used by one community (Mckeown, 2013). In the segregated Ardoyne area of North Belfast, the closest shops and leisure facilities are often not used due to their location within the other community's area, resulting in residents travelling further to access similar facilities (Shirlow, 2003). Similarly, one might expect youth and community groups based on church premises to be avoided by outgroup members.

Although segregation may be considered an outcome of physical threat and anxiety over interacting with outgroup members (concepts further explained in Chapter Two), it also serves to sustain these emotions by preventing individuals from gaining outgroup knowledge which could disconfirm negative assumptions (Hughes et al., 2007). Balcells et al. (2016) explain that although some view segregation as a way of reducing and containing conflict, by preventing the communities from encountering each other as regularly (see Bhavnani, Donnay, Miodownik, Mor, & Helbing, 2014), segregation can also contribute to reduced intergroup trust, increased negative intergroup attitudes (Tam et al., 2009), and increased perceptions of intergroup threat (Hughes Campbell, Hewstone & Cairns, 2008).

In sum, segregation hinders improving intergroup relations, and reduces the general quality of life experienced by Northern Irish citizens by restricting their access to amenities. Improved intergroup relations would reduce fears of resurgent violence and

the need for physical barriers, but if the walls were planned to be removed, the removal of the imagined barriers formed by negative attitudes is also necessary.

Reconciliation and Educational Initiatives

Reconciliation is a word used continually in literature about Northern Ireland, despite being a difficult term to define. Various interpretations and associated actions relating to reconciliation exist. For example, Tam et al. (2008a) note forgiveness as a key element of reconciliation. Forgiveness requires confronting negative emotions toward those who caused harm, such as releasing anger, an emotion negatively correlated with forgiveness in their study. Increased intergroup trust can also form a key element of reconciliation. South Africa's Truth and Reconciliation Commission focused upon uncovering the true events of apartheid, and facilitating forgiveness between those implicated and those affected (Kaminer, Stein, Mbanga & Zungu-Dirwayi, 2001). Cultural context can affect the meaning of the term reconciliation. Within Northern Ireland, some of the practical aspects of reconciliation have included working to ensure conflict violence has ended; a 'peace process' of decommissioning and demilitarising, and ensuring democratic rights and representation exist for all citizens through devolution. A possibly more accepted definition centres on improving community relations. Community relations and reconciliation equates to equality, interdependence and respect for diversity. Its absence equates to intergroup segregation, prejudice, sectarianism, and tension (McEvoy et al. 2006). However, McEvoy et al.'s (2006) paper on reconciliation opens with a quote that reconciliation is viewed as a 'dirty word' as some view the idea with suspicion. For some, reconciliation may not equate to the definitions given above. In the perceived zero-sum context of Northern Ireland, reconciliation may negatively impact their ingroup. This cost may be in terms of

acknowledging the outgroup's historical viewpoint and viewing their political aspirations as legitimate, which may reduce ingroup status and the self-esteem of members. Asking for and offering forgiveness may negate unique victimhood status and the option of retribution.

Implicit association tests examine how much individuals associate positive and negative words with stimuli by speed and frequency and speed of association. Tam et al. (2008a) employed this method to investigate predictors of intergroup contact, emotions, and forgiveness in Northern Ireland, and found that negative implicit associations with pictures of outgroup paramilitary groups (IRA, UVF), negatively predicted trust, and positively predicted aggressive behavioural tendencies towards the general outgroup. This indicates that reconciliation depends upon managing attitudes and emotions towards these extremist groups, and may explain why reconciliation in Northern Ireland is difficult to achieve. Intergroup contact has been suggested as an effective way to establish the foundations of reconciliation by reducing intergroup prejudice, increasing trust and promoting forgiveness (Hewstone et al., 2008).

The government's 'Shared Future' (OFMDFM, 2005) and more recent 'Together Building a United Community' (OFMDFM, 2015) policies acknowledge need for greater social and educational mixing. In Northern Ireland, there are two main school systems, one maintained by the Catholic Church, mainly attended by Catholics, and one controlled by the state, mainly attended by Protestants (Hayes et al., 2007; Roulston & Young, 2013). There also exists a smaller third sector of Integrated schools. According to the Northern Ireland Council for Integrated Education ('NICIE') (2013) 93% of children in Northern Ireland attend either a predominantly Catholic or predominantly Protestant school. Between 2004 and 2005, 93% of Protestants attended

state schools, and 91% of Catholic pupils attended Catholic maintained schools. While many of the remaining pupils from each community attended Integrated schools, very few (2.8%) attended schools mainly attended by the outgroup community (Hayes et al., 2007).

The research reviewed provides an understanding of the current state of intergroup relations in Northern Ireland. The aforementioned negative outcomes of the conflict suggest that a proactive effort may help to improve intergroup relations, and avoiding these issues, or outgroup individuals, is unlikely to lessen the intergroup problems caused by the conflict. Interventions based on intergroup contact theory can be useful techniques for reducing intergroup friction, and a key area for such interventions to be placed is within education. Prior and current educational initiatives are discussed, incorporating some discussion of their achievement of contact's optimal conditions, although these are discussed more fully in the next chapter.

Although children in Northern Ireland since the 1990s have experienced a mostly peaceful, post-conflict society, intergroup relations continue to be characterised by separation for many. This could lead to young people growing up with similar fears, lifestyle restrictions and even experiences of violence as their parents. There have been several initiatives already trialled within education, but many have been criticised for their short-term nature, and inability to demonstrate meaningful contact. In fact, Richardson (2011) notes that even within these 'contact' initiatives, pupils often remained in separate groups, which may be a result of the self-segregation noted by McKeown et al. (2015). Previous reconciliation initiatives within the education system of Northern Ireland are further explored in the following section. However, it is noted that the research literature on these initiatives does not always explicitly refer to the

contact hypothesis, despite its obvious relevance. Such initiatives may not have been as effective as they might have been without careful understanding of the underpinning premises of intergroup contact, especially by teachers facilitating the programmes, a point argued by Richardson (2011). Additionally, as societal segregation limits the opportunity and ease of sustained contact, this may have only limited applicability in Northern Ireland. Less research has been conducted into methods including imagined and extended contact within Northern Ireland, which may achieve greater effectiveness, where opportunities for face to face contact are limited. In particular, no published research exists testing these methods as interventions within Northern Irish classrooms, a gap which this thesis aims to address.

According to Gallagher (2004), during the early years of 'the Troubles' schools in Northern Ireland viewed themselves as safe-havens for students from the outside conflict. They gradually transitioned into having a less avoidant and more proactive approach to improving intergroup relations through teaching and contact programmes, shorter-term projects such as EMU, Integrated schools and Shared Education (Gallagher, 2004).

Northern Ireland is one of a number of post-conflict societies which have endured segregation, particularly within their schools systems. In response, Shared Education, which will be discussed further in this chapter, has been developed in the following countries between the listed pupil groups, in addition to the Northern Irish context; Israel (Jewish and Arab pupils), Cyprus (Greek Cypriot and Turkish Cypriot pupils), Bosnia and Croatia (Muslim and Christian pupils), South Africa (Black, Indian and White pupils), and Macedonia (Macedonian and ethnic Albanian pupils) (Blaylock & Hughes, 2013; Hughes, 2016). While divisions are commonly founded upon religious

and national identities, as in Northern Ireland, each of these countries comprise their own unique challenges in the promotion of intergroup contact. For example, in Macedonia intergroup contact can be inhibited by language barriers which limits the educational programmes that can be delivered on a joint basis, and therefore the scope of Shared Education (Blaylock & Hughes, 2013). Blaylock and Hughes (2013) claim that presence of other Eastern European groups within Macedonia may also complicate the situation of improving relations between the main two cultural groups. Where intergroup relations are characterised by ethnic divisions, such as South Africa, differences such as skin colour create observable salient distinctions which differ from the Northern Irish conflict. The effect of increased intergroup salience is discussed on page 64. Yet, in each of these contexts, the basic principles of contact have been demonstrated to be applicable and effective in improving intergroup attitudes, behaviours and emotions. For example, in South Africa, cross-group friendship experiences increased intergroup empathy, positive outgroup attitudes and perceived outgroup variability, as well as reducing intergroup anxiety (Swart, Hewstone, Christ & Voci, 2010). Intergroup contact between Bosnian Serbs and Muslims increased intergroup forgiveness and reduced avoidance via the mediating processes of intergroup empathy, trust and perceived variance in the outgroup (outgroup heterogeneity) (Cehajic, Brown & Castano, 2008).

Yet taking South Africa as one example, the success of post-conflict education and contact can be dependent upon the cultural context that it takes place within. After the end of apartheid in 1994 a drive began to integrate Black, White and Indian pupils. Emphasis in the classroom was placed on citizenship and participation in society (Barrios-Tao, Siciliani-Barraza & Bonilla-Barrios, 2017), and teacher training provided to Black and White teachers has become more equal. Despite these efforts,

research indicates that societal contact has been hindered in South Africa due to continuing socioeconomic status differences (Tredoux, Dixon, Durrheim & Zuma, 2017), and a general avoidance of Black people by White people within social spaces (Durrheim & Dixon, 2005). Within the South African education system, contact can be hindered by lacking institutional support, a key element of contact, and, more practically, a lack of funding to sustain the programmes (Tredoux, et al., 2017), and Vandeyara and Killen (2006) identified that despite some contact success the education system displays prejudice toward black students, for example in diminishing the language used by these students, and a degree of seating segregation. Lessons for Catholic Protestant contact in Northern Ireland can be learnt from contexts such as this. The role of institutional support, self-segregation and intergroup status in Catholic Protestant contact is explored in this thesis as these are clearly crucial aspects in creating a positive contact dynamic.

A qualitative comparison of the potential of education in improving intergroup relations in Northern Ireland, and in Bosnia and Herzegovina was carried out by Magill, Smith, and Hamber (2009). The report highlighted key recommendations common to both contexts including the potential for greater intergroup contact and mixing within schools to reduce ignorance of the outgroup, anxiety and reduce perceptions of differences, and not avoiding issues relating to the historic conflict. Similarly, Ben-Nun (2013) found that while Northern Irish Integrated Education benefitted from a focus respect for the outgroup, whether this was between Catholics and Protestants, or between individuals with and without disabilities, this initiative proved inadequate in acknowledging the historic and cultural background to the cultural divisions. Conversely, Israeli Integrated Education supported recognition of the intergroup context and the outgroup's perspective, allowing greater knowledge and

understanding of each group to be gained. The respondents in Magill et al.'s (2009) study suggested that the use of interactive, rather than passive activities when engaging in contact would be best to maintain students' interest, reduce the formality of interactions, and to allow more effective discussion of intergroup issues when this did occur. This thesis evaluates the use of active methods within indirect contact to enhance the success of direct contact, and later discusses how subjects relating to intergroup conflict and culture are addressed by young people in Northern Ireland (p.171).

On the topic of post-conflict education, Barrios-Tao et al. (2017 p.6) highlight that each conflict situation is unique and the development of a programme to improve relations requires specific challenges to be met relating to the country's 'psychological, political, social and cultural setting'. While the other contexts mentioned provide encouraging evidence of the potential of contact, the importance of this thesis in considering the application of contact theory to the specific post-conflict setting of Northern Ireland is emphasised. This is reflected in the current review of Integrated, and Shared Education within Northern Ireland.

A summary of the current aforementioned programmes and initiatives within Northern Ireland follows. The Shared Education Programme has been investigated further in this PhD research due to its expediency at the time of writing. The 'Schools Community Relations Programme' and EMU project no longer run. Although Integrated Education continues its gradual growth, this research project spanned a time where the Northern Ireland government made significant commitments to furthering Shared Education, especially in terms of funding and legislating to promote Shared Education, for example through the 'Shared Education Act (Northern Ireland)' (Northern Ireland Assembly, 2016).

4.1.1.1 Integrated Education (1981- present)

Integrated schools are expected to aim for a composition of at least 30% of pupils from each side of the community. In their first year of integration only 10% need to be from the other community. Therefore although composition aims to be as balanced as possible, there can often be a majority of one community (Department of Education Northern Ireland 'DENI', 2015a, Hayes et al., 2007). Integrated schools aim to promote respect and understanding of religious and cultural differences, which may help to reduce perceptions of intergroup threat. In this way, Integrated Education creates contact opportunities so pupils learn about outgroup members (Hayes et al., 2007) under a set of four distinctive guiding principles: 'equality and diversity', 'child centred education', 'a partnership with parents', and a 'Christian ethos' (NICIE, 2012). Cross-group friendships created in Integrated schools are often maintained into adulthood (Irwin, 1991; McClenahan, Cairns, Dunn & Morgan, 1996), and in some cases, lead to mixed-marriages (McGlynn, 2003). In a study of the effects of integrated education on adult political attitudes, Hayes et al. (2007) found that Northern Irish adults who had attended Integrated schools had more neutral political identities and viewpoints, than those who had not. It should be noted that intergroup contact is not often utilised with the deliberate aim of weakening group identities. However, the strength of ingroup identification can affect other intergroup variables, for example the intergroup attitudes of those who identify strongly with their ingroup, are more affected by group level variables such as symbolic threats, than those who do not exhibit such strong ingroup identification (Tausch, Hewstone, Kenworthy, Cairns & Christ, 2007).

McClenahan et al. (1996) and McGlynn (2003) did not find similar diminishing effects of Integrated education on religious or political identification as in Hayes et al.'s

(2007) study, and in some cases the strength of these identities increased (McGlynn, 2003). A possible contributor to McClenahan et al. (1996) and McGlynn's (2003) results is intergroup identity salience during contact. Salience — covered in more detail in the next chapter — is the degree to which each participant in an intergroup interaction is aware of the group membership identity of others (Sønderskov & Thomsen, 2015). Increased salience is a key moderator and enhancer of contact effects, resulting in reduced anxiety and improved outgroup perception and evaluation (Voci & Hewstone 2003). Yet, there is a paradox in how salience in contact produces its effects. 'Decategorising' group members, or focusing more upon their personal rather than group characteristics can reduce intergroup bias. The disadvantage of decategorisation is that the positive contact effects do not generalise to the wider outgroup as readily, because when the focus is more upon the outgroup member as an individual the link between them and their group is weakened, so they are no longer viewed as a typical exemplar for that group (Voci & Hewstone, 2003). For contact effects to generalise, group membership needs to be somewhat salient. Although maintaining intergroup salience within contact allows for wider generalisation of intergroup effects, this approach strengthens the idea that groups are invariably different from each other. Intergroup anxiety may initially increase, which can increase intergroup avoidance, and salient differences may also reduce intergroup trust, limiting contact effects by undermining the optimal condition of cooperation (Voci & Hewstone, 2003). In the case of McClenahan et al. (1996) and McGlynn's (2003) findings, intergroup identities may not have been made salient during Integrated schools experiences, preventing contact effects, like the creation of superordinate identities, from occurring.

Although Hayes et al. (2007) claim that Integrated Education deliberately aims to fulfil the contact's optimal conditions, and provide evidence regarding how the system meets the conditions of equality, cooperation and common goals in its educational pursuits, their research fails to mention the condition of institutional support. Institutional support appears to be a key limitation in the success of this contact initiative, as Gallagher et al. (2003) highlight that integration as an initiative has had limited success. Only 62 (DENI, 2015b) of approximately 1000 schools in Northern Ireland are currently Integrated. The introduction of Integrated schools to Northern Ireland was initially a bottom-up process driven by the demand of parents and the growth of this sector has been notable (Hayes et al., 2007), yet the limited reach of this system since the 1970's indicates that support for this school system is not widespread. Reasons for this lack of support are not clear cut, but may be partially due to a remaining lack of real institutional support from government by steady financing at various stages (Hayes et al., 2007), or from churches who fear the loss of religious ethos (see Hughes & Loader, 2015). Additionally, Integrated schools are non-selective, with no Integrated Grammar schools (Hayes et al., 2007). Academic selection is an issue of contention between the Northern Irish political parties, sections of the education sector, and parents. Another key reason issues with institutional support may be the management of the Integrated system. There can be disagreement in how an ethos of understanding and tolerance is facilitated, by parents and staff, and although issues like religion and history are supposed to be explored in accordance with this ethos, Donnelly and Hughes (2006) found contentious issues were often avoided. Hayes et al. (2007) describe this avoidance as 'social grammar' in Northern Ireland — issues which may cause disagreement or offence are not brought up in mixed settings. This may add to a lack of salient group identification during intergroup

contact in Integrated schools, which limits the potential for learning about the outgroup and their views. Hayes et al. (2007) also cite problems with incorporating contact into the curriculum.

To summarise, despite being longer-term than other educational contact initiatives, Integrated education has had limited success in Northern Ireland to date. The sector remains small and though many claim in surveys that they would prefer children to attend mixed-religion schools (67% in the Northern Ireland Life and Times Survey, ARK 2016), the numbers of parents opting for integrated schooling are relatively low. The continuation of a mostly segregated education system requires a practical alternative method of improving intergroup relations which can be effective within this system. Shared Education was developed to allow sustained educational contact to take place without requiring the system to be fully changed, which would require a level of institutional support difficult to attain in the present context

The Shared Education Programme (2007-present)

The Shared Education or 'Sharing Education Programme' (SEP) was introduced to Northern Ireland in 2007 to address the issue of segregated schooling. It provides contact opportunities for pupils from traditionally separate majority Protestant and Catholic schools in particular shared classes organised between the schools (Hughes, Donnelly, Hewstone, Gallagher & Carlisle, 2010). The programme previously existed in two phases of three years each, 'SEP1' (2007 to 2010) involving around 3500 pupils, and 'SEP2' (2010 to 2013) involving over 5000 pupils (Duffy & Gallagher, 2015), but has now entered a new stage with the introduction of a Shared Education Bill, a Shared Education Campuses Programme (DENI, 2015c), and a Shared Education Signature Project by the Northern Ireland government, all aiming to increase the level of cross-

community schools collaboration (Northern Ireland Shared Education Signature Project, 2014) and therein cross-group contact between pupils and teachers. The research cited here relates to previous phases, but contains important recommendations for future incarnations of the project.

Shared Education's major aims are to create contact opportunities which are 'sustained' and meaningful, that is, being frequent and consistent with classes attended every week, and including genuine friendship development. This contrasts with some of the previous initiatives sometimes described as 'tokenistic' and 'short-term' (Hughes et al., 2010). Hughes and colleagues examined Shared Education's impact on reconciliation and promoting intergroup relations in terms of successful practice, issues which affect the success of the programme, and the programme's effects on participant attitudes. Through teacher and pupil surveys and case study data they found that although post-primary schools were mainly involved in initiatives to extend the choice of subjects and opportunities offered to pupils rather than for cross-community benefits, participating schools had more frequent contact between pupils and more collaborative networks creating more contact opportunities, which positively influenced pupil attitudes. Pupils in schools involved in SEP reported less anxiety, greater comfort and positivity about interacting with the other community. Participation in SEP reduced intergroup bias, and increased outgroup trust and positive behavioural tendencies including willingness to seek contact with outgroup members. Friendships were also reported to have developed between participating pupils which transmitted to contexts outside the classroom. However, pupils tended to meet in shared spaces rather than their own areas, indicating problems exist in the wider societal support of contact in some areas even when successfully achieved in a school setting. Despite the setting, friendship formation allows related positive contact effects

to develop including increased intergroup empathy and perspective-taking (Turner & Cameron, 2016).

In an examination of two Shared Education programmes, Hughes (2014) identified three types of participators. Some pupils deemed 'enthusiastic participators', who approached contact positively and proactively mixed, reported more positive contact effects, including close friendship formation both inside and outside school. Within these close friendships they felt able to discuss differences between, and learn about their communities, often gaining new experiences by attending outgroup community events. Therefore the pre-existing views and attitudes of pupils appeared to have some bearing on contact success. 'Ambivalent participators,' were hesitant about mixing with those from the other community, and interested in Shared Education mainly due to the access it provided to subjects not offered at their own schools. A distinction between Shared Education and other school-based contact initiatives is that it offers benefits beyond improved community relations. As Hughes et al. (2010) note, the main reasons that many post-primary schools take part are due to the greater subject choices that can be offered to pupils, and extra funding which can be obtained on a joint basis. The ambivalent participators described by Hughes (2014) did move out of their ingroups within the classroom, and a few developed intergroup friendships beyond the school context despite the unavailability of shared spaces. Again, pre-existing views, attitudes and experiences of the pupils appeared to be influential, and this group had little prior contact. Finally, 'reluctant participators' did not attend Shared classes voluntarily, were not motivated to mix with outgroup pupils without the direction of their teachers, and when not required to mix, moved back into their ingroups. Within mixed settings pupils were uncomfortable discussing community differences, largely avoiding these topics, unless required to do so. This group reported feelings of fear

and threat when attending schools in outgroup areas, especially in encountering outgroup pupils not involved in their Shared Education classes (Hughes, 2014).

These findings indicate that intergroup contact success through Shared Education largely depends upon pupils' pre-existing attitudes which determine how much effort is expended in positive intergroup interaction. Differing motivation levels appear to relate to the degree of benefit that pupils view the Shared classes to have, with benefits relating to contact, gaining new friends and experiences motivating the strongest positive contact responses, and educational benefits motivating less strong positive contact responses. For pupils who perceived no contact or educational benefits, responses to contact appeared to be negative or neutral. However, overall most young people sampled expressed that their Shared experiences reduced intergroup anxiety and created openness to future contact (Hughes, 2014).

Although a criticism of Shared Education may be that the segregated school system remains in place, there appears to be wider societal and institutional support for contact in this form than for changing the current school systems. In this society transitioning from conflict, where the communities may fear limits on their cultural expression, a distinct advantage of SEP is that schools can maintain their own ethos and identities. This is important to ensure that the rights and identities of each tradition in any initiative promoting peace are recognised (Gallagher, 2004). Additionally, this allows identity salience to be maintained during SEP contact, as participants know that they come from different schools and traditions. This remedies an issue identified in the Integrated system where discussion or symbolism relating to group identity is often avoided, and contact effects may not generalise beyond the interpersonal level. In SEP settings where the focus of collaboration is on curricular benefits discussions of

intergroup differences may not occur as readily, however pupils will still likely be aware of their intergroup identities, for example, due to wearing different uniforms. The downside to salience being made high from the beginning of contact is that pupils may experience anxiety over proposed interactions, leading to avoidant or defensive behaviour (Islam & Hewstone, 1993). The obvious intergroup marker of school uniforms may sometimes create a negative condition of high identity salience, as Hughes et al. (2010) report, some pupils experienced intimidation from pupils not involved in SEP classes at outgroup schools. However, at different stages of the collaboration different contact outcomes are expected. At the beginning of the programmes there is an expectation of initial negative feelings during intergroup interaction, yet over time anxiety reduces, contact is normalised and friendships may form (Hughes et al., 2010).

Hughes et al. (2010) examined the Shared Education initiative using teacher and pupil survey data and case study data, in terms of its impact on reconciliation and promoting intergroup relations, successful practice, issues which affect the success of the programme, and the effect of the programme on the attitudes of participants. Numerous factors were identified which could help or hinder the success of SEP. Inhibiting factors included practical constraints, and concerns about how cross-community issues would be handled. Head teachers surveyed identified practical constraints including funding, timetabling and staff workloads, as well as distances between schools (Hughes et al., 2010). Institutional support in terms of school leadership may therefore be dependent upon minimising the perceived costs, whether time, financial or otherwise, of contact. Managing community relations issues within the programme was also met with some concern. One fifth of head teachers surveyed were concerned that bringing the communities together may increase sectarian attitudes. Some head

teachers reported that they would find dealing with issues surrounding intergroup differences in the classroom difficult. The location of the schools can affect outcomes, as in more divided areas pupils surveyed had fewer intergroup friends, found it harder to spend time with intergroup friends, and generally found intergroup interaction less comfortable (Hughes et al., 2010). Relating to wider school management, some staff cited problems with competition between the schools which challenges the optimal condition of cooperation, as well as inconsistencies in school policies and ethos (Hughes et al., 2010) which may limit the implementation of common goals. To address these issues, and drawing on Allport's (1954) optimal conditions of contact, Hughes et al. (2010) listed five minimum conditions of school collaboration: a non-competitive environment promoting cooperation, superordinate goals, equal status, sustained contact, and institutional support.

Superordinate goals should be achievable through cooperation, and working toward a superordinate goal may create 'crosscutting' or superordinate group identities relating to the task (Hughes et al., 2010). Brewer (1999), describes how common superordinate goals, or a shared threat which differing groups must cooperate to overcome, provides a context for intergroup commonality and peace, but also notes that if there exists a lack of mutual trust between groups the need for cooperation may make this more apparent. If negative attitudes including intergroup hostility or threat pre-exist within the intergroup dynamic, then this interdependence may result in greater criticism and blame of the outgroup. Intergroup cooperation and interdependence, especially if resulting in a superordinate identity, may also be viewed as a threat to ingroup identity. Cooperation may therefore be opposed by those who strongly associate with their ingroup identity (Brewer, 1999).

Hughes et al. (2010) state that equal status is an essential factor between individuals involved in participation, and between schools. Perceived community status as a minority may affect the contact situation, but additional status differences between school types, such as Grammar and Secondary schools may also reduce perceptions of equality. Northern Ireland differs from other areas of the United Kingdom due to the selective system of post-primary education. Within this system, children undertake examinations known as the '11-plus' in their final year of primary school. The test's results determine the post-primary school attended, with children who obtain higher results normally attending academically selective Grammar schools, and the other pupils attending non-selective Secondary schools (Gardner & Gallagher, 2007; Lambe & Bones, 2007). In collaborations between Grammar and Secondary schools it is possible that pupils may perceive academic differences between the groups, which may in turn undermine the optimal condition of equality. Socioeconomic status (SES) differences between pupils or their schools may also create conditions of inequality, and have even wider effects. Hughes, Blaylock and Donnelly (2015) found that pupils' SES (measured through receipt of free school meals) affected their contact experiences. Pupils from lower SES backgrounds experienced more negative contact and intergroup anxiety, and less intergroup empathy, trust and positive attitudes. The authors state that this was likely due to the continued prevalence of low-level intergroup conflict within more deprived areas of Northern Ireland. Gallagher and Smith (2000) report that Grammar school attendance appears to relate to higher levels of social advantage than Secondary school attendance. Financial inequality may therefore incur further problems by indicating academic inequality or negative attitudes. In sum, equal status may be difficult to achieve in this situation due to these external factors.

Sustained contact is essential in providing time for friendship development. However, Hughes (2014) notes that the context of the sustained contact also appears to be important, as pupils who interacted with outgroup pupils during dance and drama classes were more enthusiastic contact participators than those in less interactive subjects. The latter may not lend themselves as easily to interaction and intergroup discussion if curricular focus is prioritised. More interactive subjects often require greater cooperation, thus involving another of Allport's (1954) optimal conditions. Even where opportunity for sustained contact is created in school, pupils may find it difficult to sustain these relationships outside of school in a more natural setting, due to a lack of shared space to meet within, or inhibiting societal norms (Hughes et al., 2010; Hughes, 2014).

Finally, securing institutional support from schools and education boards is vital for the success of Shared Education (Hughes et al., 2010). At school level, cooperation between the collaborating schools, Shared Education training delivered jointly, as well as a common understanding of the aims of the programme, may be indicators of institutional support. Support from parents and the community, especially the endorsement of influential 'community elites' including members of local clergy, politicians and community leaders was also viewed as important. Many schools reported successfully securing support from these figures through invitations to forums to voice their opinions, and shared events like concerts and church services, creating involvement for the local communities in the shared actions of the schools.

Overall, Shared Education appears to be an effective programme for introducing greater contact opportunities within Northern Irish schools, as it allows for intergroup differences to remain salient while providing a context which incorporates cooperation

and common goals. It also provides a range of educational and financial benefits which increase its practical and political appeal and therefore institutional support. Nevertheless, difficulties remain in the wider Northern Irish context, in the promotion of contact's optimal conditions, and the influence of pre-existing attitudes. Differing views about the curricular and intergroup contact aims of Shared Education may hinder the provision of opportunities for intergroup interaction if time is not adequately afforded to both aspects of the programme.

Educational focus of this research

Extensive effort has been afforded to the promotion of contact initiatives in Northern Ireland, especially within the education sector. Hayes et al. (2007) highlight the impact that education can have on shaping the intergroup attitudes and behaviours of pupils. They highlight Dixon and Rosenbaum's (2004) finding that for interethnic intergroup relations, school contact had been more effective in reducing prejudice, than community, workplace or family-based contact. Yet, issues in successfully implementing contact in Northern Ireland have been highlighted in this chapter. This thesis will investigate the alternative methods of imagined and extended contact which may enhance such direct contact initiatives.

Shared Education is particularly interesting as it allows the salience of intergroup identities to be maintained in contact. Shared Education is liable to be initially hindered by high salience as this may cause anxiety and possible avoidance of interaction with group members. Yet, contact may benefit from increased salience overall as it allows outgroup members to be considered at an intergroup, rather than simply interpersonal, level (Hewstone & Brown, 1986). Therefore, one key area in which Shared Education could be aided may be in enhancing intergroup attitudes and reducing initial anxieties

before contact occurs, so that meaningful contact can occur as quickly as possible. As I explain in Chapter Two, there are a range of other variables which can also determine contact success.

Conclusion

This chapter reviews the contexts of this research in Northern Ireland, highlighting ongoing intergroup issues derived from the conflict in terms of segregation, cultural prejudice, hostility, trauma, and avoidance. While intergroup contact appears an obvious approach to addressing some of these issues, persistent societal segregation remains an inhibiting factor. Chapter Two will further unpack difficulties with achieving successful contact, even when opportunity exists. This chapter also introduced some intergroup issues proposed by social psychological theory and research, including the influence of intergroup anxiety on avoidance of the outgroup and conversation alluding to intergroup differences, and intergroup threat which can fuel segregation. Segregation in turn can prevent these negative intergroup emotions from being disconfirmed through contact. Educational contact initiatives, like Integrated education and SEP, are acknowledged as having achieved some success in improving intergroup relations between Catholic and Protestant children. Although SEP overcomes the difficulties of creating sustained educational contact within the existing segregated system, it may remain limited by issues relating to the anxiety often associated with identity salience within contact, the limitations of pre-existing attitudes on contact effectiveness and the effect of segregation on long-term friendship potential. Any new intervention should therefore focus on not only increasing their already identified effects, and working to address the main intergroup problems persisting in Northern Ireland, but on reducing hindrances to the current interventions, especially SEP, to bolster its effects. However, a more in-depth exploration of the

complex, interlinking nature of intergroup relations variables relevant to Northern Ireland is required to understand what the exact aims of such an intervention should be. The next chapter will explore the previous use of indirect contact methods as interventions for improving ingroup relations, and their potential for use in this context.

2 DIRECT AND INDIRECT INTERGROUP CONTACT

Chapter One highlights that despite extensive intergroup contact initiatives in Northern Ireland, particularly through the Sharing Education Programme in which intergroup contact produces positive effects on variables including intergroup anxiety, a variety of variables have been identified that may limit the impact of contact in reducing prejudice. These include underlying intergroup tensions and segregated systems. The impact of direct contact could be strengthened by using indirect forms of intergroup contact as a preparatory tool, for example through diminishing intergroup anxiety for those with few contact experiences due to segregation. Therefore, this chapter outlines intergroup contact theory, models of direct contact, empirical research, and variables, including mediators and moderators of contact, in relation to the Northern Irish context. The chapter also explores more recent developments around indirect forms of contact, specifically imagined and extended contact. These alternative theories will be investigated in terms of their applicability as interventions within the identified context, particularly for children and young people within educational settings.

Intergroup contact theory

The history and formulation of contact theory

Gordon Allport was the first scholar to develop a fully-formed intergroup contact theory, set out in 'The Nature of Prejudice' (Allport, 1954). He stated that bringing two distinct groups together in contact could reduce prejudice towards one another,

and reduce intergroup conflict (Turner, Crisp & Lambert, 2007a). Allport's work linked numerous pieces of field research on contact relationships between different ethnic groups by theorists including Williams in the late 1940's, and Sherif, Harvey, White, Hood, and Sherif (1961), and was founded against a backdrop of interracial contact research in the first half of the twentieth century (Dovidio, Gaertner & Kawakami, 2003; Pettigrew & Tropp, 2006).

Allport's theory has been supported by a wide range of studies. Pettigrew and Tropp's (2006) meta-analysis of 515 studies show overwhelming backing across varied contexts, refuting criticisms about the generalizability of contact effects, ecological validity of experimental studies, unreported effects of factors including the contact setting, and lack of generalisability of prejudice reducing effects to the outgroup as a whole. Work on intergroup contact has continued at pace — literature searches on Psychinfo return 767 publications on the subject since 2006. They found higher levels of contact correlated with reduced prejudice in 94% of studies, although contact effects were stronger when participants chose to interact with outgroup members than when they did not have a choice. In his original theory, Allport highlighted that contact by itself would not guarantee successful future intergroup relations, suggesting several influential factors in contact success, including individual personality factors, intergroup contact quantity, the social atmosphere, interaction roles, and the area of life in which the contact occurs. Two of the main factors he identified are discussed in relation to Northern Ireland; 'optimal' conditions which make successful contact more likely, and the influence of minority or majority group status.

Optimal Conditions of Contact in Northern Ireland

Allport (1954) proposed that successful contact would usually involve groups having equal status, opportunities to achieve common goals, opportunities to cooperate, and

support of institutions. Equal status can be difficult to ensure, as there are often minority and majority group dynamics in society, but Pettigrew (1998) has suggested that equal status within the contact situation is adequate to gain its effects. 'Opportunities to achieve common goals' involves a particular interaction form involving a goal-oriented activity. Allport (1954) explains this in terms of sports teams where players are of different ethnic backgrounds, but in the same team work together towards winning. The concept of intergroup cooperation closely links to common goals, as this is the active interaction necessary to achieve them, but this must occur without intergroup competition related to the work (Pettigrew, 1998). One way of managing this is explained by Gaertner et al. (2000) as 'mutual differentiation' in which groups can cooperate in interdependent, but separate tasks so that the tasks are not competed over and the distinct contribution of each group can be valued. Finally, institutional support involves the support of 'law, custom or local atmosphere' and particularly having laws in place and adhered to, to prevent discrimination (Allport, 1954, p.281). As an external influence, this is the one condition which is likely to be difficult to engineer in an experimental setting. According to Pettigrew (1998), support for this condition is largely derived from field research. Gómez and Huici (2008) appear to be the only researchers to have found a link between the support of an authority figure for vicarious, rather than direct contact, and its positive effect in an experimental setting. It is not known whether the support of authority figures outside of the experimental setting than within it may be more influential for direct contact.

Since Allport's conceptualisation, theorists have suggested additions to the list of optimal conditions. For example, that groups should be brought together in circumstances that attempt to disconfirm preconceived stereotypes, where participants can properly come to know and learn about each other, where affective ties can be

created with opportunity for friendship, and where wider norms not only support intergroup contact, but also intergroup equality (Pettigrew, 1998; Hewstone, 2003). Pettigrew (1998) explains that these additional conditions are 'facilitating' rather than essential factors, although, as will be discussed, opportunity for friendship may be essential. Despite this, Hewstone (2003) acknowledged that optimal conditions were often overlooked, and emphasised the conditions' importance for successful contact, correcting the over-optimistic view that contact is a 'panacea for prejudice'.

Numerous studies show that contact between Northern Irish Catholics and Protestants effectively reduces prejudice, indicating that optimal contact conditions seem likely to have been realised in Northern Ireland. Paolini, Hewstone, Cairns and Voci (2004), for example, analysed survey data of students and the public, and found that cross-group friendships reduced prejudiced attitudes and perceptions of outgroup homogeneity. Tam, Hewstone, Kenworthy and Cairns (2009) similarly found that intergroup contact improved outgroup attitudes and outgroup trust which in turn increased positive and reduced negative intergroup behavioural tendencies among Northern Irish Catholics and Protestants. In investigations of intergroup contact through the Integrated Education system, relationships have been found between cross-group contact opportunities and friendships (Al Ramiah, Hewstone, Voci, Cairns & Hughes, 2013), school-based contact and more tolerant political attitudes (Stringer et al., 2009), and cross-group friendships and reduced intergroup prejudice (Al Ramiah et al., 2013; Turner, Tam, Hewstone, Kenworthy & Cairns, 2013a).

As the contact hypothesis underlies many initiatives used to tackle prejudice in Northern Ireland, it is worth investigating whether Allport's optimal conditions are met within this context. The literature specifically focusing on contact in Northern

Ireland largely fails to address this area, apart from Hayes et al. (2007), who highlight the optimal conditions within Integrated schools in Northern Ireland, describing the provision of opportunities to 'learn cooperatively,' achieve the common goal of creating a 'common heritage,' equality between pupils, and institutional support. As Chapter One details, and as illustrated below, intergroup difficulties exist in Northern Ireland even where the optimal conditions are seemingly present.

The optimal conditions of cooperation and common goals are demonstrated in various cross-community projects, for example projects described by Odena (2010) required children to cooperate to complete tasks in cross-community music education. 'Support of institutions' is evident in Integrated schooling and SEP (McAleavy et al., 2009), longstanding support from church leaders (Frazer & Fitzduff, 1986), and should be evident in government power-sharing. Yet, while institutional support does exist, it is limited. 93% of children in Northern Ireland are, educated in religiously segregated schools (NICIE, 2013) which arguably indicates lacking support for the initiative by government and school bodies. Attending university can often be a young person's first experience of intergroup contact (Nelson, Dickson & Hargie, 2003), meaning many grow up experiencing at least two decades of intergroup separation. This may influence feelings of fear, suspicion and concern about perceived outgroup threats, especially among those living in the most segregated areas (Hughes, Campbell, Hewstone & Cairns, 2007). These problems can additionally limit opportunities for cooperation and working towards common goals.

'Promotion of equality' is evident in employment, especially in terms of policing reforms initiated by the 'Good Friday' Agreement (50/50 recruitment of Protestants and Catholics) (Ellison, 2007; Tausch, Hewstone, Kenworthy, Cairns, & Christ, 2007).

However, analysing interviews from residents of extremely segregated areas, Hughes et al. (2007) found such initiatives which ought to promote optimal conditions for contact in Northern Ireland, are, paradoxically, those which perpetuate negative feelings — especially of Protestants towards Catholics. The 'Good Friday' Agreement's efforts to redress the balance of equality between the two communities introduced measures encouraging greater Catholic government representation and employment. Protestants viewed these measures as concessions to Catholics which negatively affected their community. This is likely to contribute to greater negativity towards the outgroup. Catholics explained their fear of contact with Protestants due to increased hatred and threats caused by these perceived concessions (Hughes et al., 2007). Even when groups are given equal status within a specific context, the traditionally high-status group may feel their social identity is threatened, and intergroup competition may still arise (Tajfel & Turner, 1979).

Tropp and Pettigrew (2005) have also shown that despite the presence of optimal conditions to the onlooker, the majority and minority group in the contact situation can sometimes view this differently. The Catholic community has been traditionally considered the minority in Northern Ireland and the Protestant community the majority (McKeown, 2013), although in recent years these two main populations of Northern Ireland have approached equal numbers (Nolan, 2013, p.30). Both communities could be considered a minority, Catholics being a minority in Northern Ireland, but Protestants a minority within the entire island (Bull, 2006), termed the 'double minority' (Jackson, 1971). Others (e.g. Cairns, 1982) view the groups as constituting a double majority when their positions within each of these population groups are reversed: Catholics are a majority in all of Ireland and Protestants historically (and still narrowly) a majority in Northern Ireland. Minority group members may feel threatened

and hypersensitive, and practice positive self-identification in relation to their social identities (Whyte, 1991). Others claim that Northern Ireland is a triple minority situation, in which Protestants are not only concerned with potential Irish hostility but as a minority within the United Kingdom may also find the United Kingdom unreliable as a source of support. Consequently, Protestants would be expected to show more minority behaviours than Catholics (Whyte, 1991).

Tropp and Pettigrew's (2005) meta-analysis explored intergroup contact and prejudice among minority and majority status groups and found the link between contact and prejudice (that increased contact reduces prejudice) was weaker for minority, than majority status groups. With the optimal conditions of contact in place there were significantly stronger relationships between contact and reduced prejudice for those in majority status groups, but not those in minority status groups. Even where optimal conditions like equality aim to promote positive contact, differing status groups may perceive the situation differently, minority members being more aware of prejudicial perceptions which may hinder the positive effects of contact (Tropp & Pettigrew, 2005).

Despite these issues, even in situations lacking these conditions, intergroup contact usually has positive effects (Hayes et al, 2007), but even where the optimal conditions exist other issues can mitigate their effects, including group status (Pettigrew & Tropp, 2006; Tausch et al., 2007) or little awareness of group membership identities during intergroup interaction (intergroup salience) (Sønderskov & Thomsen, 2015). This will be discussed further in this chapter, but low salience reduces the likelihood that contact effects will generalise to the wider outgroup (Voci & Hewstone, 2003). Given the state of Northern Irish intergroup relations described in Chapter One, issues with contact

theory in practice, such as lacking optimal conditions may be limiting the potential of intergroup contact. Alternative approaches, explored in this chapter, may be more opportune within such a setting. Contemporary intergroup contact research has moved toward investigating models of contact generalization, the mediating processes by which contact works, and moderating factors which help or hinder contact effects (Dovidio et al., 2003), which are discussed next.

Intergroup contact processes and outcomes

Although the most common effect cited in relation to intergroup contact is the reduction of prejudiced attitudes, a range of other variables can be influenced by contact experiences. Pettigrew (1998) was among the first theorists to recognise the importance of the underlying processes of contact and evaluated contact effects through four 'processes of change'; learning about the outgroup, behaviour change, ingroup reappraisal, and creating affective ties. More recent work has identified a range of specific processes, including intergroup anxiety and trust. Intergroup contact effects can be categorised according to their produced effects, whether cognitive or affective, or by their roles as mediating or moderating factors. Affective (emotional) responses mediate the evaluation of environmental stimuli and choices made about how to respond behaviourally (Hughes et al, 2007) which correspond to Pettigrew's (1998) processes of creating affective ties and behaviour change. Cognitive contact responses include learning new outgroup information and creating social representations which reduce perceptions of the traditional ingroup-outgroup competitive group structure (Dovidio et al., 2003). This relates to Pettigrew's (1998) processes of learning about the outgroup, and ingroup reappraisal. Paolini et al. (2004) advocate the integration of the two types of effect, and that one is incomplete without the other. Direct intergroup contact operates through mainly affective processes

(Turner, Hewstone, Voci, Paolini & Christ, 2007c), although, there is also evidence that the importance of each of these processes varies between situations (Haddock, Zanna, & Esses, 1993) and people (Huskinson & Haddock, 2004). Contact effects are now more commonly categorised according to the latter distinction between mediators and moderators. General outcomes are discussed first.

Contact outcomes – attitudes, intended behaviours and intergroup friendship

Allport (1954, p.7) defined prejudice as a 'hostile attitude toward a person' based upon their group membership and the assumption they 'have the objectionable qualities ascribed to the group.' Prejudice results from overgeneralised judgements made with limited knowledge or little personal experience of the group. Prejudgments constitute prejudice if they are not adjusted when exposed to new, disconfirming knowledge (Allport, 1954). Prejudice can result in discriminatory (Ayres and Siegelman, 1995) or violent (Herek, 2000) behaviour toward the outgroup. Intergroup contact has been shown to consistently reduce prejudice, as in Pettigrew, Tropp, Wagner and Christ's (2011) meta-analysis of 515 studies, and in numerous studies within Northern Ireland (e.g. Paolini et al., 2004; Tam et al., 2009; Turner et al., 2013a).

Intergroup contact can also influence behavioural intentions toward outgroup members. Tam et al. (2009) measured confrontational and avoidant intergroup 'action tendencies': from Mackie, Devos, and Smith (2000), but added another category of positive approach tendencies, and demonstrated that contact significantly increased positive, and decreased negative intergroup behavioural intentions in Northern Ireland.

Perceived outgroup variability is another cognitive outcome of intergroup relations, where the outgroup is perceived to be on a scale of homogeneity (with great similarity between members) to heterogeneity (with great variability and diversity between

members) (Park & Judd, 1990; Voci & Hewstone, 2003). Increased outgroup knowledge increases perceived outgroup variability. The information known about and included in cognitive representations of the outgroup, reduces memory biases towards stereotypical information allowing outgroup perceptions to change more easily, and decreases the reliability of judgments made based on group alone (Paolini et al., 2004). Intergroup contact increases perceptions of outgroup variability (Islam & Hewstone, 2003; Voci & Hewstone, 2003), as does intergroup friendship (Swart, Hewstone, Christ & Voci, 2011). Intergroup friendships between Catholics and Protestants in Northern Ireland were found to increase perceptions of outgroup variability via the mediator of reduced anxiety (Paolini et al., 2004).

Intergroup friendship may both be considered an outcome of intergroup contact, possibly contributed to by improved behavioural intentions, and a particularly effective form of contact at reducing prejudice. A large amount of research is dedicated to its specific effects. Pettigrew (1998) describes intergroup friendship as the fifth optimal condition of contact, and theorised the most successful forms of contact for prejudice reduction would arise from long-term close relationships, rather than acquaintanceship. Turner and Cameron (2016) identified four processes of intergroup friendship which create particularly beneficial effects on intergroup relations. One of the most notable is that friendships often naturally provide three of the optimal conditions of contact; cooperation, common goals, and equal status, which enhance contact effects. Friendship is often characterised by closeness and sustained experiences which increases the frequency of contact in different situations and creates a positive atmosphere which reduces intergroup anxiety. Finally, friendships are characterised by 'self-disclosure', the mutual sharing of personal information with one another, further explained under mediators. Contact effectiveness is impacted by the

closeness of the outgroup member involved. Frequent contact experienced with friends has a stronger negative effect on prejudice than frequent contact with acquaintances, including neighbours or co-workers (Pettigrew, 1997).

Despite the effects of segregation and lack of optimal conditions in Northern Ireland, cross-group friendships have been effective in reducing prejudice (Paolini et al., 2004; Turner et al., 2013a), increasing intergroup trust and forgiveness (Hewstone, Cairns, Voci, Hamberger & Niens, 2006). Intergroup friendship's success in improving the intergroup attitudes of children and young people is well documented (e.g. Feddes, Noack & Rutland, 2009; Titzmann, Brenick, & Silbereisen, 2015). Young people participating in SEP may engage in intergroup contact and friendship in school, and Stringer et al. (2009) found that school contact positively predicted intergroup friendship quality. Contact outside school was found to have an even stronger positive relationship with intergroup friendship quality (Stringer et al., 2009), empathy, positive intergroup attitudes, positive ingroup norms, reduced intergroup anxiety and was more likely to lead to friendship in the first place (Hughes, Campbell, Lolliot, Hewstone & Gallagher, 2013). Yet, maintaining intergroup friendships can be a challenge in Northern Ireland, especially in segregated areas (Stringer et al., 2009).

Intergroup friendship development opportunities may be limited in Northern Ireland by a range of factors. Stringer et al. (2009) investigated the influence of contact quality and quantity in Northern Ireland and found attitude change more dependent upon the quantity of outgroup acquaintances and friends, than the quality of the relationships. The authors theorised that this may be because small numbers of outgroup friends may be viewed as an exception, and not typical of their outgroup, but this assumption may be disconfirmed by knowing more outgroup members. Segregation may exacerbate this problem by reducing the number of outgroup members encountered and known in

daily life. The proportion of outgroup members present in a society appears to directly relate to the number of cross-group friendships (Wagner, van Dick, Pettigrew & Christ, 2003). Outgroup avoidance may also limit the presence of outgroup members in daily life. The nature of society, for example whether segregation or the optimal conditions are upheld can be especially pertinent as it limits opportunities for friendship (Allport, 1954). Even when opportunities are available, the chance to continue the friendship may be hindered by these same factors.

Turner and Cameron (2016) also considered the factors which may promote or hinder the occurrence of intergroup friendships, identifying key predictors as intergroup anxiety, intergroup attitudes, social norms and school climate, expectations of similarity, shared identity, self-efficacy, and socio-cognitive development. Their combined influence was termed 'confidence in contact', a readiness for engaging in positive contact which should enhance future contact's quality and success. The upcoming sections on mediators and moderators provide fuller definitions and examples of many of these predictors. However, one important predictor in this context, but which does not align with these categories is 'social norms and school climate.' Positive or negative intergroup normative attitudes towards contact and inclusivity of outgroup members as friends can respectively encourage or hinder intergroup friendship development (e.g. Tropp, O'Brien, & Migacheva, 2014). Teacher attitudes towards outgroup inclusion or discussion of diversity in the classroom can also influence pupils' perceptions that contact is normal. Vezzali, Giovannini, and Capozza (2012c) found that children's implicit intergroup prejudice towards outgroup members was correspondingly affected by their teachers' implicit prejudice levels. Contact interventions which create the impression of positive ingroup norms toward contact, especially those which utilise supportive peer influences may be particularly

effective in encouraging contact. Involving teachers in the delivery of interventions which promote intergroup contact may also provide pupils with the perception of institutional support for contact from teachers.

Contact mediators

Intergroup contact works via a range of mediating processes, which both account for some of the relationship between contact and improved intergroup attitudes, and can be considered as contact outcomes in their own right. Variables relevant to the Northern Irish context are outlined below.

Intergroup anxiety

Intergroup anxiety involves concern that interacting with those of a different group will result in negative psychological or behavioural consequences, and negative evaluations by outgroup members and ingroup peers (Stephan & Stephan, 1985). Intergroup anxiety may be especially marked if there are status, political or language differences; expectations of negative behaviour; belief in ingroup superiority being threatened; belief that intergroup differences are great; unstructured situations when getting acquainted; and competitiveness rather than cooperation (Stephan & Stephan, 1985).

Normative behaviour often intensifies in situations of high anxiety as emotional reactions and cognitive intergroup evaluations may become more polarised. Depending on differences in intergroup status this may result in more submission from one group, or increased intergroup conflict. If such norms don't exist then individuals will rely on behavioural scripts from interacting with unfamiliar ingroup members and will usually exaggerate polite, or suspicious and hostile behaviour. Behaviourally

unsure individuals may react with socially incompetent behaviour including hesitance, confusion, or even imitation of outgroup members. Avoidance of intergroup interaction is also common. These reactions lessen the likelihood of positive contact outcomes and further contact. Resultantly, no outgroup knowledge is gained, nor norms of appropriate intergroup behaviour, which can lead to a cycle of avoidance, anxiety and increased prejudice (Stephan & Stephan, 1985).

Experiencing intergroup contact may create anxiety towards the outgroup, or to re-evaluate these emotional responses if new experiences disconfirm previous assessments. Paolini, Harris and Griffin (2016) describe these processes as ‘anxiety learning.’ Typically, a distinct experience of contact detached from other experiences increases intergroup anxiety, whereas intergroup anxiety is reduced by cumulative contact effects (Paolini et al., 2016). For example, participants who reported greater previous contact levels exhibited less signs of anxiety — or 'physiological threat' — than those with less accumulated contact (Blascovich, Mendes, Hunter, Lickel & Kowai-Bell, 2001). Although contact experiences may initially increase intergroup anxiety in the short-term, they are likely to provide a longer-term anxiety-reducing effect (Paolini et al., 2016).

Intergroup anxiety is a particularly important mediator of contact effects. In Northern Ireland, intergroup anxiety mediates the relationship between quality of intergroup contact and outgroup attitudes for those who do not associate strongly with their ingroup (Tausch et al., 2007), as well as the path from contact to the evaluation of outgroup friends and outgroup in general (Hewstone et al., 2005). Friendships between Northern Irish Catholics and Protestants reduced outgroup prejudice and increased perceived outgroup variability, through the mediating process of reduced anxiety (Paolini et al., 2004). Additionally, Turner and Cameron (2016) identified reduced

anxiety as a predictor of friendship, citing Page-Gould, Mendoza-Denton, and Tropp,'s (2008) finding that reduced intergroup anxiety encourages further intergroup interaction. Therefore, an intervention which reduces intergroup anxiety prior to contact occurring could improve its likelihood of success, and intergroup friendship formation.

A distinct, but related concept is intergroup threat. In Northern Ireland, relationships between contact quantity and ingroup status, and intergroup attitudes, are mediated at the group level by perceived 'realistic' and 'symbolic' threats to the ingroup (Tausch et al., 2007). 'Realistic' threats are perceived as attacks on the existence or power of the ingroup and 'symbolic' threats viewed as attacks to the values of the ingroup (Stephan & Stephan, 2000). Examples including 'fair employment' are possibly perceived as realistic threats to the dominant group's status, and 'display of cultural symbols' as symbolic threats. Threat was not considered further in this thesis as not all young people may be aware of these issues, but its underlying negative influence is acknowledged.

As teenagers can be particularly sensitive to social evaluations of themselves by others (Somerville, 2013) intergroup anxiety may exert a particularly powerful influence upon contact success for this group. Although SEP has been found to reduce anxiety (Hughes, Donnelly, Hewstone, Gallagher & Carlisle, 2010), its effects may be hindered if young people self-segregate, avoiding outgroup members due to anxiety. In post-primary school classrooms where both communities are present, divisions can persist (McKeown, Stringer & Cairns, 2015). The highly salient intergroup marker of different school uniforms may also hinder the anxiety reducing effects of friendship formation. Discontinuing the cyclic, negatively reinforcing relationship of intergroup anxiety, avoidance, outgroup ignorance and further anxiety may be difficult, thus

alternative theories which circumvent the initial anxiety increases of direct intergroup contact, will be investigated for their use as intervention methods in the current chapter, and tested in the Chapter Five studies.

Increased knowledge and reduced uncertainty

Intergroup knowledge is a cognitive effect implied within many other contact effects. For example, intergroup knowledge can disconfirm incorrect presumptions and prevent prejudiced judgements, create realistic understandings of intergroup differences and of appropriate contact behaviour, thus reducing uncertainty about the contact situation, and expectations of negative outcomes. Pettigrew and Tropp (2008) identified increased outgroup knowledge as a main mediator of the prejudice-reducing effects of contact, although less strong than reduced anxiety and increased empathy. The concept of uncertainty is not clearly defined, for example in research by Mazziotta, Mummendey and Wright (2011) intergroup uncertainty was assessed using measures adapted from Stephan and Stephan's (1985) anxiety scale. Intergroup uncertainty appears linked cognitively to intergroup knowledge, but has affective commonality with anxiety. Stephan, Stephan and Gudykunst (1999, p. 614) state that 'uncertainty is a cognitive phenomena' of predicting or explaining the cognitive attitudes, emotions or behaviours of others, whereas 'anxiety is the affective (emotional) equivalent of uncertainty' (p.615). Pettigrew and Tropp (2006) also draw attention to the interconnected features of uncertainty reduction, intergroup anxiety and threat. Intergroup anxiety involves uncertainty over outgroup values and how the outgroup will evaluate them, creating further concerns over behaviour.

Gudykunst's Anxiety/Uncertainty Management Theory was reviewed by Stephan et al. (1999) who explain that both variables can influence the effectiveness of intergroup and interpersonal communication. Anxiety management and the ability to understand

and predict outgroup reactions are key to successful communication. Therefore, both anxiety and uncertainty mediate the path between factors including identity processes, the motivation to interact with outgroup members, quality and quantity of contact, and the effectiveness of intergroup communication (Gudykunst & Shapiro, 1997). Turner and Cameron's (2016) intergroup friendship predictor of self-efficacy appears to be linked to the variables of intergroup anxiety and uncertainty as it relates to confidence in one's ability to engage in intergroup contact successfully. This confidence likely depends upon their knowledge of how to act, and perceptions of how their behaviour will be received.

Children lacking previous intergroup contact experience may know little about the outgroup and be unsure how to behave. Consequently, reliance upon negative societal stereotypes can increase negative expectations of contact. Interventions which increase factual outgroup knowledge and provide frameworks for interaction may aid in reducing intergroup uncertainty for Northern Irish young people.

Intergroup empathy, Including other in the self (IOS), and Common Ingroup Identity

Empathy is the ability to cognitively understand the emotional experience of others, which can ultimately lead to altruistic behaviour (Chiao & Marther, 2010; Dovidio et al., 2003). Affectively, individuals may automatically experience sympathetic physical sensations such as pain or numbness in response to viewing similar suffering in others, negative emotions reflecting the emotional responses of others, or may consciously think about experiencing the other person's perspective. However, empathy does not always extend to outgroups (Chiao & Marther, 2010). For example Avenanti, Sirigu, and Aglioti (2010) found sympathetic sensorimotor responses in the hands of white

and black participants only occurred when watching pain inflicted upon someone of the same race.

Increased empathy and perspective taking are significant mediators of the path between intergroup contact and reduced prejudice (Pettigrew & Tropp, 2008). Empathy is also a significant predictor of intergroup forgiveness in Northern Ireland according to Tam et al. (2008a) who also make reference to an unpublished study by four of the authors and others (Tam et al., 2008b; in Tam et al., 2008a), in which increased empathy acted as a mediator between contact and positive behaviour towards the outgroup. Turner et al. (2013a) found intergroup empathy was a mediator of the relationship between intergroup friendship's effect upon self-disclosure and improved intergroup attitudes, and perceived outgroup variability for Northern Irish teenagers from Integrated and non-Integrated schools. Turner and Cameron (2016) emphasise the role that abilities like being able to empathise and take the perspective of others, along with acknowledging the validity of intergroup differences, can have in the development of intergroup friendships. Therefore, interventions able to increase young people's perspective-taking abilities may be particularly useful in improving intergroup contact success.

Intergroup empathy appears to improve intergroup attitudes via a 'self-other overlap' mechanism where outgroup members become incorporated into an individual's representation of their self, due to outgroup members displaying particular self-concepts the individual views as important (Cialdini, Brown, Lewis, Luce, & Neuberg, 1997, p.481). Perceptions of empathy have also been shown to alert individuals to feelings of commonality, making them more likely to offer help (Cialdini et al., 1997). In further work, Batson et al. (1997) identified a link between empathy and helping behaviours, however this link was not explained by the expected mediating effects of

self-other merging. The authors made use of three measures of self-other merging, of which the concept 'including other in the self' (IOS) (Aron, Aron, Tudor and Nelson, 1991) was the closest to showing a relationship effect between empathy and merging.

IOS is defined by Aron et al. (1991) in terms of how concepts of the 'other' can become confused with concepts of the self. The authors use Aron and Aron's (1986; as cited in Aron et al. 1991) self-expansion model to explain how the self is depicted in terms of perspectives, characteristics, and resources. The distinction between how own versus 'other' behaviour is perceived, or 'actor/observer perspective' (Aron et al., 1991, p. 336) may become lessened in close relationships. Reik (1944; as cited in Aron et al. 1991) suggested that individuals are often attracted to others with complementing characteristics so that the individual may gain characteristics and successes of the 'other' indirectly. Resources are usually shared between ingroup members. Wider group support is mutually beneficial to those involved, for example sharing resources and information for survival, rather than relying on individual strength. Such sharing involves a balance of costs, in expending resources, and benefits in gaining resources from the interaction. This cooperation depends upon trust that the balance of costs and benefits will be upheld by others. For this reason, group boundaries can prove useful in allowing simple discrimination in who is cooperated with, as ingroup members are assumed to represent less risk due to common views and behaviours and as non-normative untrustworthy or non-reciprocated behaviour can be monitored by the group (Brewer, 1999). Yet, in the self-expansion model, resources may be shared with outgroup members, either for the accrual of joint benefits or to empathetically benefit the other member, irrespective of own gain. Each of these purposes of IOS as motivated by the desire to expand the self (Aron et al., 1991). The concept is often

represented as a pair of overlapping circles originating from Levinger and Snoek (1972; as cited in Aron et al., 1991) shown below.

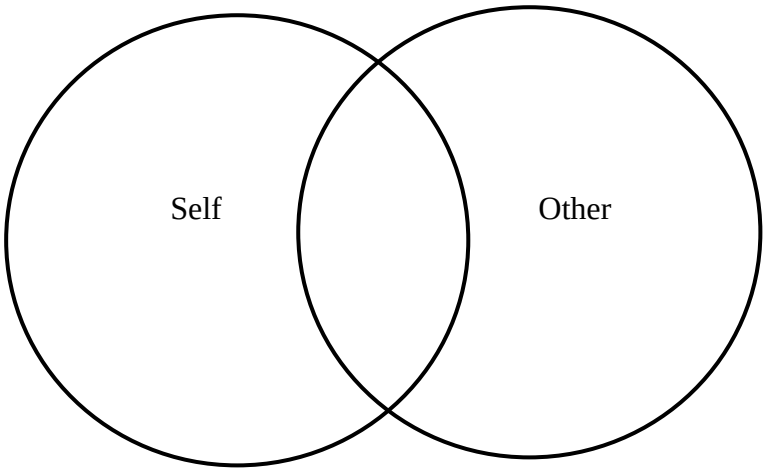


Figure 3: **Diagram representing IOS in a close relationship, as adapted by Aron et al. (1991) from Levinger and Snoek (1972).**

Close relationships are likely the most effective forms of intergroup contact in reducing prejudice (Aron, Mashek & Aron, 2004). Turner and Cameron (2016) reference the self-expansion model in their predictor of intergroup friendship 'initial attitudes toward the outgroup and intergroup contact' indicating that increasing IOS levels may improve future contact success. Self-expansion from intergroup friendships can be a source of value and importance for contact, and also increase friendship longevity, increase positive contact expectations and reduce anxiety toward the wider outgroup (Page-Gould, Mendoza-Denton, Alegre, & Siy, 2010).

Eller and Abrams's (2003) regression analyses demonstrates contact via intergroup friendship predicts significantly improved IOS, which in turn significantly predicts low intergroup anxiety. Similarly, Vonofakou, Hewstone, and Voci (2007) found intergroup friendship's effects in reducing anxiety was mediated by IOS which in turn mediated improved attitudes. Dys-Steenbergen, Wright and Aron (2016) found that priming participants to think about the benefits of being open to new experiences (high

self-expansion motivation), rather than focusing on maintaining a consistent self (low self-expansion motivation) before contact occurred, resulted in higher quality contact and greater IOS. van Dick et al (2004) also postulated that meeting and including outgroup members as part of the self-concept would be important to those who view themselves as curious and open people, as this would reinforce their self-perception. A novel area identified for further exploration in the interview and focus group study was how individuals perceive the benefits of contact, a concept with similarities to the self-expansion model of IOS.

Although IOS and the 'self-other overlap' within intergroup empathy may be viewed as similar concepts, common ingroup identity differs slightly, dealing with the inclusion of ingroup and outgroup individuals within a social group identity, rather than within the self. There has been little experimental testing of contact's effects on common ingroup identity. Gaertner, Rust, Dovidio, Bachman and Anastasio, (1994) investigated the attitudes of students in a school with a range of ethnic groups represented and found that perceptions of students who each represented a common ingroup identity increased favourable attitudes towards those from different backgrounds and mediated positive relationships between aspects of contact including equal status, cooperation, interpersonal interaction, supportive norms, and positive emotions toward outgroups.

Turner and Cameron (2016) list the expectation of similarity as a predictor of cross-group friendships. A barrier to young people forming intergroup friendships is perceived intergroup differences (Verkuyten, & Steenhuis, 2005), but increased awareness of similarities between intergroup individuals at the start of friendship reduces intergroup anxiety and increases willingness for future contact (West, Magee, Gordon & Gullett, 2014), and shared interests increase time spent interacting and the

positive nature of these experiences (McGlothlin, Killen & Edmonds, 2005). An intervention which can increase perceptions of similarity and common ingroup identity may therefore enhance intergroup contact and friendship effects.

Intergroup trust and self-disclosure

Trust is a positive expectation of the behaviour of others on which behavioural decisions are made (Lewicki, McAllister, & Bies, 1998), which operates in the absence of complete information about an outgroup member, and is distinct from 'assured' predictions, in which the outgroup member is seen to be motivated to behave cooperatively by something of value to them (Yamagishi & Yamagishi, 1994). The trust-building process can be difficult and lengthy, requiring numerous positive experiences of contact involving interdependence, referred to by Simpson (2007, p.264) as 'trust-diagnostic' situations, yet just one contrary experience can cause it to cease (Rothbart & Park, 1986). In Northern Ireland, intergroup contact may not enjoy the relatively simplistic success that some previous research infers, as even slight intergroup trust violations can create negativity towards the contact situation and the outgroup. Negative contact is often publicised to a greater degree and may occur involuntarily, occurring only when groups are in undesirable situations such as competition (Pettigrew et al., 2011). Links between competition and trust are reflected in the research literature, as empirical work on intergroup trust includes game theory methods such as prisoner's dilemma games, in which high distrust of the outgroup member leads to less cooperation (Insko, Schopler, Hoyle, Dardis, & Graetz, 1990). Due to segregation in Northern Ireland, and the perception by some of ongoing constitutional competition, the few experiences of contact experienced may be characterised by a lack of trust.

Lewicki et al. (1998) describe trust as a vital basis for relationships and institutional stability. In a post conflict society such as Northern Ireland, trust is essential at both interpersonal and wider political levels. Intergroup distrust can continue even after conflict has ended, and it is essential to build trust to reduce defensiveness and suspicion, and allow the groups to work together (Tam et al., 2009). Furthermore, mutual trust is mentioned as a cornerstone of the 'Good Friday' Agreement (Hewstone et al., 2005; Tam et al., 2008a).

In Northern Ireland intergroup trust mediates the effect of contact on positive behavioural tendencies toward the outgroup, and outgroup trust was found to be a more accurate predictor of positive intergroup behaviour, including increased approach and decreased avoidant and aggressive behaviour, than simply liking or having positive attitudes towards them (Tam et al., 2009). Trust was also found to mediate the relationship between cross-group friendship and increased positive and decreased negative behavioural tendencies (Kenworthy et al., 2015). Negative implicit associations with outgroup extremist groups, for example Northern Irish paramilitaries, negatively predicted trust towards the outgroup in general (Tam et al., 2008a), which indicates that reconciliation is dependent upon managing attitudes and emotions towards these extremist groups, as well as contact between the wider groups. This could prove particularly difficult, as in a qualitative study on forgiveness in Northern Ireland, participants indicated it was easier to forgive and trust individuals than a wider outgroup (McLernon, Cairns & Hewstone, 2002). Forging trust with the outgroup, and further, those who have been known to commit acts of violence, may not be easily achieved in Northern Ireland. Regarding school-based intergroup contact, Hughes et al. (2010) found that participation in Shared Education collaboration moderated positive contact effects on increasing outgroup trust. According to

Kenworthy et al. (2015) intergroup friendships in Northern Ireland predicted intergroup trust after one year, demonstrating again the importance of contact initiatives providing opportunity for intergroup friendship development.

Strongly related to the concepts of trust and friendship is self-disclosure (Pettigrew, 1998), the sharing of personal information about oneself with others (Miller, 2002). Self-disclosure is essential in creating close interpersonal relationships (Pettigrew, 1997; Laurenceau, Barrett, & Pietromonaco, 1998). The intimacy of self-disclosure relates to intergroup trust, as individuals will only be comfortable with disclosing information which the outgroup member can be relied on to deal with appropriately (Fehr, 2004).

The processes of self-disclosure and trust within intergroup friendships are transactional, as there is an investment or cost required from both individuals, which may increase over time depending upon the response of the other person. If response to the personal information disclosed meets expectations, then trust is built, which may encourage further interactions and disclosures and positive feelings towards the outgroup member (Davies, Tropp, Aron, Pettigrew & Wright, 2011). Therefore, self-disclosure begets self-disclosure from the other member, which creates interpersonal attraction (Berg & Wright-Buckley, 1988). Self-disclosure allows closeness and mutual trust to develop by being a good example of a 'trust-diagnostic' opportunity (Simpson, 2007), as the disclosed information is provided with the expectation of it being dealt with appropriately by the other member. It also provides greater knowledge about the other member and their group, as self-disclosure personalises the individual, reducing reliance upon negative stereotypes to understand them (Harwood, Hewstone, Paolini & Voci, 2005; Miller, 2002).

Self-disclosure's effects on positive outgroup attitudes are explained by Turner, Hewstone and Voci (2007b) according to three mechanisms: increased intergroup empathy, trust and perceived importance of cross-group friendships. Intergroup empathy is likely improved by the self-disclosed information about the emotions and thoughts of outgroup members, providing greater understanding of their perspectives. The development of outgroup trust may also be aided by self-disclosed information about the outgroup members' beliefs, past actions and predictable future behaviour, as well as creating a situation in which trust can be tested and confirmed. van Dick et al. (2004) highlights another mechanism of increased perceived importance, that intergroup friendships allow the transfer of new information including the outgroup member's resources, perspectives, and characteristics described in Aron and Aron's (1986; as cited in Aron et al. 1991) self-expansion model, which benefit the individual by helping them to achieve their own goals and, although not termed as such by van Dick et al., could be viewed as self-disclosure. Self-disclosure is also associated with an individual's increased perception of the importance of contact, as well as empathy and intergroup trust (Turner et al., 2007b), and the intimacy of the information disclosed to outgroup members predicts more positive outgroup attitudes, mediated by a reduction in intergroup anxiety (Turner & Feddes, 2011). Turner et al. (2013a) found that cross-group friendships reduced prejudice between Catholic and Protestant teenagers, mediated by self-disclosure. Self-disclosure generated increased outgroup empathy, resulting in two aspects of reduced prejudice; improved outgroup attitudes and increased perceptions of outgroup variability. Therefore, intergroup empathy mediated the relationship between intergroup friendship's effect upon self-disclosure. The significance of self-disclosure to the development of intergroup friendships

underlines the importance of enhancing self-disclosure within the proposed interventions.

Contact moderators

A wide a range of variables affect the success and strength of contact effects. Moderators of particular importance to this context are intergroup salience and the influence of pre-existing intergroup attitudes.

As previously mentioned, intergroup salience refers to how aware of group membership identities participants are during intergroup interaction (Sønderskov & Thomsen, 2015). Models of intergroup contact regarding the categorisation of individuals according to their group membership which were debated in the 1980s, including whether salience should be reduced ('decategorisation' model, see Brewer & Miller, 1984), enhanced ('categorisation' model, see Hewstone & Brown, 1986), or the salience of a superordinate shared identity enhanced ('recategorisation' model, see Gaertner, Mann, Murrell & Dovidio, 1989). The main issue with enhancing group salience is that it can result in higher initial intergroup anxiety and negative attitudes, outgroup avoidance, and decreased trust, limiting contact effects, yet reducing salience to focus on interpersonal relationships could make contact effects less likely to generalise to the wider outgroup (Voci & Hewstone, 2003). Pettigrew (1998) attempted to reconcile these issues by incorporating the models into one in which salience is gradually increased in stages.

Salience has been found to moderate the strength of the relationships between contact experiences and contact effects including reduced intergroup anxiety (Pagotto, Voci & Maculan, 2010; Voci & Hewstone, 2003), or increased empathy (Pagotto et al., 2010), and the generalisation of effects to the wider outgroup (Brown, Vivian &

Hewstone, 1999, Harwood et al., 2005; Soliz & Harwood, 2006; Vezzali & Capozza, 2011). Yet, Tropp and Bianchi (2006) suggest attention should also be afforded to how indicators of group membership are presented and interpreted in contact. In two studies, the authors had diverse groups work together. In some conditions group identity salience was made apparent in written comments from another group member; the confederate was either from their ingroup or outgroup, and the ingroup had either a majority or minority status. In their first study, members of majority status groups demonstrated more negative reactions to intergroup salience references from outgroup members than from ingroup members, but members of minority status groups did not tend to interpret salience references from outgroup members negatively. Study two indicated little difference in how participants reacted to references to the outgroup made by either group, but more negative reactions arose when outgroup rather than ingroup members made reference to the participant's ingroup. This indicates that even supposedly neutral mentions of group salience by the outgroup may be interpreted negatively.

Pre-existing negative outgroup attitudes can hinder the positive effects of contact. Graham, Frame and Kenworthy (2014) had participants experience contact with gay and lesbian individuals and found that original outgroup attitudes moderated the effect of salient, cooperative contact on improved attitudes. Those with more negative original scores showed a greater improvement than those with more positive original scores. This may have occurred due to greater cognitive dissonance existing between original beliefs and participants' present behaviour causing attitudes to be realigned, or because the greater change in attitudes reflected the disparity between greater original negative expectations and their subsequent positive experiences. In Northern Ireland, prior attitudes to the other community may coincide with previous experiences

of conflict. Voci, Hewstone, Swart and Veneziani (2015) found that contact between Northern Irish Catholics and Protestants positively predicted forgiveness, but was partially moderated by conflict experience. Turner and Cameron (2016) theorise that pre-existing outgroup attitudes and contact predict intergroup friendship formation. Binder et al. (2009) found evidence that intergroup contact reduced prejudice, but that prejudice also reduced participation in contact, although to a lesser degree. As pre-existing contact and intergroup attitudes may reduce the likelihood of contact and friendship, interventions to improve attitudes before opportunities for contact such as within the SEP occur could be crucial to their success.

Indirect contact theories

Intergroup contact theory has significant potential to be practically applied within Northern Ireland. However, in practice such intervention can be problematic, especially in finding or creating the suggested optimal conditions (Pettigrew, 1998), a problem discussed within this chapter. One issue is that many of the positive effects described are not likely to occur naturally. A main concern of Allport's in carrying out successful intergroup contact was avoiding artificiality (Dovidio et al, 2003). Individuals with negative attitudes towards other groups are unlikely to go out of their way to associate these groups and may actually attempt to avoid contact with such people altogether (Pettigrew, 1998). Segregation and avoidance in Northern Ireland has already been discussed as a major barrier to contact. Even when contact does occur, avoidance of particular issues can prevent meaningful conversation, and reduce opportunity for increasing outgroup knowledge. Another difficult issue may be managing the salience of group difference in relation to anxiety, especially in the initial stages of contact. Intergroup salience is likely high in SEP settings due to pupils being from different schools. As initial salience cannot be reduced in this context, and

arguably should not be to allow greater generalisation of effects, it would be advantageous if pupils could enter the situation with positive views of the outgroup and reduced intergroup anxiety.

Dixon, Durrheim, and Tredoux (2005) critique the research of contact theory more generally, claiming it focuses too heavily upon rare and unusual types of experimental intergroup interactions ('utopianism') and lacks acknowledgement of the subjective factors which shape intergroup interactions. The latter point can be viewed in the use of questionnaire items which correspond to limited, idealised categories of contact measurement. The authors argue that these research methods also overlook the fluctuation of attitudes and behaviours over time, and the influence of the specific contact context. Contact's positive attitudinal changes often only occur in relation to a certain subset of the outgroup who are viewed as less typical. The idea that collective conflicts are the result of, and relations can be repaired via interpersonal intergroup interaction may be flawed, especially as the effects are often not generalizable to the wider group. Paradoxically, where intergroup contact improves attitudes and should promote opportunity for desegregation, new forms of discriminatory or avoidance behaviour may materialise to fit societal norms, replacing or even intensifying the original problem.

Indirect contact theories, techniques which do not involve actual intergroup interaction can generate similar effects to actual contact, may offer effective alternatives for this context. A careful consideration of how to apply such theories to a real-life intergroup setting, may also address some of Dixon et al.'s (2005) criticisms, by testing the theories outside of idealised experimental settings, and reducing the influence of perceiving typical versus non-typical outgroup members as individual members will not be encountered. Two are discussed here: imagined contact and extended contact.

For both, theoretical and practical aspects of the methods are considered in turn, along with critiques of the methodological procedures of relevance to the studies reported later in this thesis.

Imagined contact theory

The history and formulation of imagined contact

The imagined contact hypothesis, in which individuals imagine interactions with outgroup members, was initially tested by Turner et al. (2007a) in three experiments. One experiment involved imagining interacting with an elderly person in great detail and writing about the scenario. This group of participants showed less bias towards the elderly outgroup, measured by asking participants whether they would prefer to work with a member of their own age group or an elderly participant, than control participants who imagined an outdoor scene. Priming was ruled out as an explanation in a second experiment, as more participants who imagined contact with an elderly person showed a preference for working with an older participant than one of their own age, while the reverse was true for the group who thought generally about the elderly. In a third experiment, the imagined interaction involved conversations with homosexual males by heterosexual male participants. Imagined contact participants displayed less intergroup anxiety, perceived the outgroup more positively and with greater variability than the control group, mediated by reduced intergroup anxiety. Since this original study, there have been numerous studies furthering this work involving a wide-range of contexts and target groups, allowing Miles and Crisp (2014) to run a meta-analysis on 70 studies (although 30 more have been published since). The meta-analysis found that imagined contact generated moderate effects on various intergroup bias measures (average $d+ = 0.35$, $p<.001$), of which effects on implicit attitudes (average $d+ = 0.31$, $p<.001$), were slightly less strong than those on explicit

attitudes (average d+ = 0.36, p<.001), and effects on intended behaviour (average d+ = 0.46, p<.001), was stronger than on intergroup emotions (average d+ = 0.35, p<.001), and more significant than effects on actual intergroup behaviour (average d+ = 0.46, p=.010). Miles and Crisp (2014) also demonstrated influential factors on imagined contact's effects, including the strengthening effect of elaborating on the details of imagined interactions, and that the effects are stronger for children than adults.

Imagined contact has also been practically applied within intervention studies. As no published studies have explored imagined contact interventions in Northern Ireland, this is a novel aspect of this thesis. Imagined contact may be particularly relevant to the largely segregated Northern Ireland context, as it can allow intergroup prejudice reduction even where there is little likelihood of interaction (Crisp, Husnu, Maleady, Stathi & Turner, 2010). Additionally, where some opportunity does exist it can encourage individuals to engage in direct contact, and enhance contact's effects by increasing positive and accepting attitudes in preparation. To understand how imagined contact may be applied to this context, its processes are explored.

Imagined contact effects and processes

Imagined contact processes are similar to those of direct contact, in that effects occur via a 'dual route' of cognitive and affective processes (Crisp et al., 2010). Affective processes include improving attitudes and reducing anxiety as in direct contact (Turner et al., 2007a), as well as behavioural intentions. The theory of planned behaviour, developed by Ajzen (e.g. 2011), explains how decisions regarding future behaviour are made. Behavioural intentions are good predictors of whether a behaviour will be performed, but are influenced by three factors: attitudes, subjective norms and perceived control. Attitudes are influenced by the perceived consequences of carrying

out a behaviour which are weighed up before deciding upon action. Relatedly, this decision can also be influenced by subjective norms, the likely expectation and reaction of others, as well as how important following these norms is to the individual. The perceived control individuals feel they have over their behaviour and the effort required to perform it can also be influential (Crisp et al., 2010).

The cognitive process relates to the availability of behavioural 'scripts': concepts of how to behave in a particular situation. The more easily accessible scripts are in the mind, the easier handling those situations are for the individual. Lacking behavioural scripts, or having difficulty recalling them can cause discomfort and anxiety in intergroup settings as individuals are unsure of how to act (Crisp et al., 2010). Scripts which are more vivid, elaborate, and accessible in the mind tend to be easier and quicker for an individual to recall (Husnu & Crisp, 2010), and therefore the greater use they have for informing behaviour. Imagining contact may also cause the individual to believe their behaviour in the imagined scenario is reflective of reality, that they are the 'type of person' who is tolerant and engages in intergroup contact. Crisp and Husnu (2011) found that changed cognitive attributions mediate the relationship between imagined contact and intentions to engage in future contact.

To instigate such effects, specific instructions for imagined contact scenarios have been proposed, usually being a variation on the following statement (e.g. in Crisp, Stathi, Turner & Husnu, 2009, p.5);

> 'We would like you to take a minute to imagine yourself meeting [an outgroup] stranger for the first time. Imagine that the interaction is positive, relaxed and comfortable.'

The authors state that the instructions must contain two elements: simulation of an outgroup interaction, rather than simply thinking about an outgroup member (Turner et al., 2007a); and a positive rather than neutral tone (Stathi & Crisp, 2008; West, Holmes & Hewstone., 2011). Imagined contact without these elements has been shown to be unsuccessful by the theorists stated. When positivity is not emphasised, pre-existing negative or stereotypical beliefs can create negative visualisations, which exert negative effects on attitudes (Stathi & Crisp, 2008; West et al., 2011). Husnu and Crisp (2011) found that asking participants to imagine specific interaction details, such as the time and place, influenced participants' perceptions of their number of future outgroup acquaintances. Husnu and Crisp (2010) also found the positive relationship between imagined contact and behavioural intentions was mediated by the vividness of the scenario as this aids the creation and recall of a behavioural script for contact.

Imagining positive intergroup encounters creates positive changes in behaviours and attitudes towards, and willingness to engage in, actual contact (Turner et al., 2007a). A range of studies have demonstrated that imagining contact with an outgroup member can generate similar prejudice-reducing effects to experiencing actual contact which generalises to the wider outgroup (see Crisp & Turner, 2009), including affective, cognitive and behavioural effects. Affectively, imagined contact can increase positive intergroup attitudes (Stathi, Cameron, Hartley & Bradford, 2014; Turner et al., 2007a), reduce anxiety by imagining positive outcomes from the encounter (Birtel & Crisp, 2012b; Husnu & Crisp, 2010; Stathi et al., 2012; Turner et al., 2007a; West et al., 2011), increase outgroup trust (Pagotto, Visintin, De Iorio, & Voci, 2012; Vezzali, Capozza, Stathi, & Giovannini, 2012b), and reduce implicit biases towards outgroup members (Turner & Crisp, 2010; Vezzali et al., 2012b). Cognitive effects include reducing stereotyping (Brambilla, Ravenna, & Hewstone, 2012; Cameron, Rutland,

Turner, Holman-Nicolas, & Powell, 2011b; Stathi, Tsantila, & Crisp, 2012), increasing perceived intergroup similarity (Stathi et al., 2014), and increasing perceptions of outgroup variability (Turner et al., 2007a). Behavioural changes comprise reducing avoidance (Stathi et al., 2012; Turner, West & Christie, 2013b), increasing self-disclosure (Vezzali, Capozza, Giovannini, & Stathi, 2012a), increasing confidence and willingness to engage in actual contact with outgroup members (Crisp & Husnu, 2011; Husnu & Crisp, 2010; Stathi, Crisp, & Hogg, 2011; Turner et al., 2013b; Turner & West, 2012), reducing negative nonverbal behaviours within perceived contact situations such as physical distance (Turner & West. 2012) and increasing communication quality (Birtel & Crisp, 2012a). The most important effect of imagined contact is arguably encouraging subsequent direct contact to occur as it provides further opportunity for positive intergroup effects, therefore this should be imagined contact's ultimate aim.

Crisp and Turner (2012) list the three main moderators of imagined contact effects relating to individuals rather than the process of imagining, as; prior contact, group status and level of ingroup identification. Prior contact experiences can create more vivid mental simulations during imagined contact. Husnu and Crisp (2010) found previous contact improved imagined contact effects on future contact intentions, although Hoffarth and Hodson (2015) found opposite effects, that those with less frequent experiences of intergroup contact showed greater improvements on intergroup attitudes and emotions than those with frequent experiences. This inconsistency may result from differences in the outgroups tested, in this case Muslims and gay people respectively, and the nature of prior interactions with them. Regarding group status, Stathi and Crisp's (2008) first experiment revealed imagined contact significantly increased the amount of positive traits participants felt they shared with

the outgroup for the majority, but not the minority group. The authors also found imagined contact more effective in increasing the amount of perceived shared self-outgroup traits for those who reported lower national identification, however this may be of less relevance to the target age-group studied in this thesis.

Imagined contact mediators include intergroup trust, anxiety, positive attitudes, perspective taking and self-disclosure. Turner et al.'s (2013b) first study found that increased intergroup trust and positive attitudes towards asylum seekers mediated the relationship between imagined contact and decreased avoidant behaviour. In their second study they tested imagined contact's positive effects on approach and avoidant behaviour towards gay people, finding increased approach behaviour was predicted by reduced anxiety and improved outgroup attitudes, and avoidant behaviour decreased via the mediating mechanisms of improved intergroup trust and attitudes.

Increased intergroup trust also mediates the relationship between imagined contact and positive behavioural intentions (Vezzali et al., 2012b), and between salient imagined contact and increased positive attitudes and cooperative intentions (Pagotto et al., 2012). Husnu and Crisp (2010) also found decreased intergroup anxiety and improved intergroup attitudes mediated imagined contact effects on greater future contact intentions, although Birtel and Crisp (2012a) found that while imagined contact can reduce intergroup anxiety, imagining contact requires greater cognitive effort and may therefore be less effective for those with prior high intergroup anxiety. Imagined contact's positive effects on attitudes are also mediated by increased outgroup perspective taking, which promotes greater intergroup understanding, despite imagined contact not offering any new information about outgroup members (Husnu & Crisp, 2015), and Vezzali et al. (2012a) found imagined contact improved implicit attitudes and behavioural intentions towards immigrant children via increased

willingness to disclose personal information like problems or secrets. That is, children who imagined contact reported a greater willingness to self-disclose personal information, such as opinions, secrets and worries. This is an important factor of friendship formation. Intended self-disclosure had a greater mediation effect on other behavioural intentions measured such as how happy participants would be to meet and play with outgroup members than behavioural intentions on intended self-disclosure (Vezzali et al, 2012a). It is possible that the likelihood of an individual engaging in contact is dependent on the perception that they would feel comfortable disclosing information to them, or that friendship formation is possible.

Practical applicability of imagined contact

Imagined contact has been utilised within real-life interventions to improve intergroup relations in a range of contexts. Given the numerous factors which still inhibit promoting positive, long-lasting contact in Northern Ireland; the history of reconciliation work carried out in Northern Irish schools; Crisp and Turner's (2009) advocacy of using imagined contact in educational settings; and given the importance of education, especially Learning for Life and Work (LLW) or Citizenship classes, in promoting peace and reconciliation in Northern Ireland (Smith & Magill, 2009), this appeared an ideal setting for situating applied intervention testing. Imagined contact intervention studies involving children and young people, especially within schools, were of particular relevance to research design.

Cameron et al. (2011b), first tested imagined contact in schools. Their intervention successfully improved attitudes and ratings of outgroup warmth and competence of children who imagined contact with a physically disabled child, compared to a control group. For younger children (5-6 year olds) imagined contact also increased positive intended intergroup behaviour, compared to the control group. Their study involved

123 5-11 year old pupils equally allocated to the intervention or control group. Interventions lasted one session in which intervention condition pupils met individually with the researcher, and were asked to spend three minutes imagining a positive scenario where the individual played in a park with a disabled friend. Pictures of a park, play equipment and representations of the ingroup participant, and target outgroup member were provided as prompts. Pupils then discussed their imagined scenario with the researcher, and a post-intervention interview-facilitated survey was conducted immediately afterward to assess differences in the variables between the conditions

Subsequent school-based imagined contact studies have followed similar frameworks and achieved similar results. Vezzali et al. (2012a) found imagined contact elicited improvements on behavioural intentions, mediated by increased self-disclosure, and implicit attitudes toward immigrants compared to a control group. Their study involved forty-four 10-11year old pupils equally allocated to the intervention or control group. Interventions took place over three consecutive weeks with a post-intervention questionnaire one week later to assess changes in the variables. In each of the three 30-minute intervention sessions, pupils met a research assistant in groups of five to six and imagined engaging in a pleasant interaction with an unknown immigrant child. In each session pupils were asked to imagine a different child and different specified setting to increase the effect's generalisability, and given 15 minutes to produce a detailed written description of the situation, including the outgroup member's appearance, and how they became friends. In the remaining time participants talked to the research assistant about the imagined scenario.

In a similar study to the above, Vezzali et al. (2012b) found imagined contact improved behavioural intentions towards, and perceptions of human emotions held by, the

outgroup, mediated by increased outgroup trust. Stathi et al. (2014) found that White children who imagined contact with Asian children reported increased perceived similarity and willingness to engage in contact, the latter effect mediated by increased positive attitudes. British high school students who imagined contact with an asylum seeker displayed greater approach behaviour toward the outgroup than the control group, mediated by improved intergroup attitudes and trust (Turner et al., 2013b). Vezzali, Stathi, Crisp, Giovannini, Capozza and Gaertner (2015b) investigated differences between standard imagined contact (as in their previous studies) and common ingroup imagined contact where scenarios involved cooperating with immigrant outgroup team-members to succeed in different competitions against other teams each week. They found that common ingroup imagined contact significantly improved intended intergroup helping behaviour relative to the no contact group, but no significant differences arose between regular and common ingroup imagined contact. Vezzali, Stathi, Crisp, and Capozza, (2015a) incorporated direct contact into their imagined contact study by having pupils work in ethnically mixed, or homogeneous groups to create an imagined contact scenario. Within these groups pupils were instructed to imagine either an intergroup or intragroup scenario, creating four intervention groups. Direct and imagined contact had similar effects on reducing negative outgroup stereotypes and increasing intended intergroup helping behaviour towards immigrants, however no interaction effect occurred between the two types of intervention.

Intervention-testing studies for this thesis were designed based on evaluations of these previous imagined contact studies. Considerations relating to evaluations of the age ranges tested and the sample recruited are detailed in the Methodology chapter, and

procedural design decisions outlined in Chapter Five, however a critique of the procedures used in previous research is discussed below.

The random assignment of participants to groups and use of post-test questionnaires were the most common forms of assessment in these studies, with no longitudinal results collected to investigate effects over time. Although control groups served as baseline attitudinal markers, the actual baseline attitudes of participants in the intervention groups were unknown, as were previous contact levels, both of which could have had profound effects on the intervention success (see Graham et al., 2014 relating to direct contact; Hoffarth & Hodson, 2015; Husnu & Crisp, 2010 relating to imagined contact).

Interventions either took place over three or four consecutive weeks with the exception of Cameron et al. (2011b) and Turner et al.'s (2013b) research which took one session. Time allocated for imagining contact also varied, from two minutes (Turner et al, 2013b) to 30 minutes (Vezzali et al., 2012a; 2015b). The shorter time provided in Cameron et al. (2011b) and Turner et al.'s (2013b) studies more similar to imagined contact studies with adults. Miles and Crisp (2014) meta-analytic discussion notes that intergroup contact produces greater effects with children than with adults most likely due to studies with children involving multiple sessions.

The procedures followed showed greater variation. Studies by Vezzali et al. (2012a; 2012b; 2015a; 2015b) typically followed the procedure of the authors' original study described earlier, but later studies varied. In Vezzali et al (2015b), participants were allowed 30 minutes to write their imagined scenario in detail. This study also made use of other imagined contact-enhancing techniques including, asking participants to think about contact from a third-person perspective (Crisp & Husnu, 2011) and closing their eyes to better visualise the scenario (Husnu & Crisp, 2011). Turner et al.'s

(2013b) study also involved writing about the imagined scenarios, whereas all others but Vezzali et al (2015a) had participants provide verbal descriptions to the researcher.

Vezzali et al (2015a) had the most dissimilar procedure, by incorporating direct contact into their intervention and demonstrating that imagined contact could be applied successfully in a group setting, rather than just individually, plus asking pupils to imagine contact scenarios with fantasy characters (yellow and blue children), rather than the target outgroup (immigrants). The authors advocate this latter technique as advantageous, as avoiding direct referencing of the target outgroup reduces suspicion of the study's purpose, uncomfortable salient differences, and resistance to attitude change. Although reduced salience could prevent the generalisation of contact effects to wider outgroups (Hewstone & Brown, 1986), this didn't seem to occur in this study. Additionally, a detailed and vivid story framework was provided on which the pupils could base their stories, making the process of imagining contact easier. Pupils were also asked to impersonate the characters within the story adding an interactive physical element to imagining. Bilewicz and Kogan (2014) found that imagined contact effects were enhanced by encouraging participants to smile, by 'embodying' an indicator of the positive affective consequences imagined contact aimed to create. Similarly, acting out a positive contact scenario may have enhanced the intervention's effects.

Most of the studies tested participant attitudes one or two weeks later, but Cameron et al. (2011b) and Turner et al. (2013b) did so immediately after the interventions. Although imagined contact was effective in all aforementioned studies, its effects may weaken the more time elapses before measuring responses.

Cameron et al. (2011b), Turner et al. (2013b) and Vezzali et al. (2012a) provided an explanation of the nature of the outgroup before imagined contact or within the instructions. This is a useful idea as not all participants, especially younger pupils,

have the same awareness of intergroup differences and their meaning. Although some risk exists that by providing outgroup knowledge these descriptions may also produce their own effects, they appear necessary to ensure the research can be conducted properly.

Although Vezzali et al. (2015a) incorporated contact into their intervention study, none of the school-based imagined contact research investigated their interventions' effects on direct contact success. As this should be the ultimate aim of imagined contact, the current research aimed to address this gap in the existing literature. Entering SEP can mark a transition from a situation of little to no school-based contact, to regular and sustained direct contact for many young people, therefore imagined contact interventions were planned to be designed and tested, with their effects on direct contact through SEP also investigated.

Extended contact theory

The history and formulation of extended contact

Another indirect contact method utilised practically within interventions is extended contact. Wright, Aron, McLaughlin-Volpe, and Ropp (1997) drew upon works including Wilner, Walkley, and Cook (1952; cited in Wright et al., 1997), who reported that participation in interethnic housing projects improved intergroup attitudes via direct contact and improved perceived group norms. Witnessing other ingroup members experiencing positive intergroup encounters increased positive expectations of contact and of others' reactions to it. Wright et al. (1997) conducted two questionnaire studies and found that participants who were simply aware of intergroup friendships had less negative intergroup attitudes even when direct intergroup friendships were controlled for. In two experimental group studies, participants had

less negative intergroup attitudes after becoming aware of or observing intergroup friendships.

Various studies have investigated the processes and practical applicability of extended contact. Lemmer and Wagner (2015) included extended contact studies in a meta-analysis of direct and indirect contact interventions and found both produced consistently positive intergroup effects. As with imagined contact no published studies have explored extended contact interventions in Northern Irish schools, which is therefore a novel aspect of this thesis. Extended contact processes are outlined below to aid in understanding its intervention suitability within this context.

Extended contact effects and processes

Positive extended contact has been demonstrated to improve intergroup attitudes, perceptions of social norms, and expectations of future intergroup contact for both minority and majority group members even with prior intergroup friendship and quality and quantity of these friendships controlled for (Gómez, Tropp & Fernández, 2011). Extended contact can exert positive behavioural, emotional, and cognitive effects, behaviourally; desire to engage in future contact (Aronson et al., 2015; Vezzali, Stathi, & Giovannini, 2012d), reduce physiological pre-contact stress responses (West & Turner, 2014), improve nonverbal behaviours during contact (West & Turner, 2014) and decrease competitive victimhood (Andrighetto, Mari, Volpato, & Behluli, 2012). Affectively, extended contact has been shown to increase intergroup empathy (Visintin, Brylka, Green, Mahonen, & Jasinskaja-Lahti, 2016), increase perspective-taking (Andrighetto et al., 2012), increase intergroup trust (Andrighetto et al., 2012; Dhont, & Van Hiel, 2011; Paolini, Hewstone & Cairns, 2007; Tausch, Hewstone, Schmid, Hughes & Cairns, 2011), reduce intergroup anxiety (Gómez et al. 2011; Hutchison & Rosenthal, 2011; Mazziotta, Rohmann, Wright, Tezanos-Pinto &

Lutterbach, 2015, although support for this is mixed, see Eller, Abrams, & Zimmermann, 2011; Liebkind, Mähönen, Solares, Solheim & Jasinskaja-Lahti, 2014), improve implicit intergroup attitudes (Vezzali et al., 2012c), reduce perceived intergroup threat (Dhont, & Van Hiel, 2011), and increase outgroup friendships (Vezzali, Stathi, Giovannini, Capozza, & Visintin, 2015d). The cognitive effects of extended contact include reduced stereotyping (Vezzali et al., 2012d), reduced ingroup identification (Vezzali et al., 2012d), reduced ignorance about the outgroup (Eller et al., 2011), increased perceptions of positive outgroup behaviour (Eller et al., 2011), increased perceptions of the importance of future contact (Liebkind et al., 2014), increased perceptions of self-efficacy to engage in contact (Mazziotta et al., 2015), and increased perceptions of outgroup variability (Hutchison & Rosenthal, 2011; Paolini et al., 2004).

Again, the main aim of extended contact should be to encourage future direct contact as it produces stronger effects on attitudes than extended contact (Paolini et al., 2004; Turner et al., 2007b). While direct contact processes are often more affective, extended contact are more cognitive in nature (Turner et al., 2007c; Turner et al., 2013a). Wright et al. (1997) considered this an advantage of extended over direct contact, as weaker negative emotional reactions are experienced, but the cognitive change creates similar effects. Paolini et al.'s (2007) studies provide for evidence of this. In the first, different outgroups were perceived affectively or cognitively to varying degrees, for example the elderly were perceived most affectively and an engineering student group most cognitively. Extended friendship's prejudice-reducing effects were only significant for the more cognitively perceived student outgroup. In a second study, extended friendship's prejudice-reducing effects were only significant on attitudes towards outgroups perceived cognitively rather than affectively. Individual differences shown

here regarding cognitive and affective responses to outgroups were unsurprising given Esses and Dovidio (2002) previously hypothesised that reaction to outgroups may fall on an affective-cognitive spectrum. A third study surveyed Catholic and Protestant adults from variously segregated areas of Belfast and found that extended friendship's trust-increasing and negative behavioural intention-reducing effects were significantly greater for those who reported greater cognitive responses to the outgroup (Paolini et al., 2007). Turner et al.'s (2013a) findings supported this, as Northern Irish pupils with experience of extended contact displayed improved intergroup empathy and outgroup attitudes via more positive perceived peer attitudes, a cognitive factor.

Practical applicability of extended contact

Extended contact has been used within classroom interventions in several contexts, but has not yet been applied within Northern Ireland's educational context. This method may be particularly useful in Northern Ireland as it can allow positive intergroup effects to arise from few observations of intergroup contact. Given Northern Ireland's small geographical nature and the close proximity of the communities individuals will possibly be aware of at least one intergroup friendship, although in segregated settings these situations may not be readily available to observe. Turner et al. (2013a) demonstrated that extended contact increased empathy and positive outgroup attitudes mediated by positive perceived peer attitudes for Catholic and Protestant young people in Northern Ireland, and Christ et al. (2010) that extended contact is particularly effective for individuals from segregated areas with little or no experience of intergroup friendships. This method may be useful for young people entering SEP in particular, as older pupils who have already been involved in the programme are usually present within the school to relay their positive contact experiences.

Extended contact interventions have been demonstrated to be very effective. In a meta-analysis of direct and indirect contact interventions Lemmer and Wagner (2015) found consistently positive intergroup effects, even more so than other methods such as e-contact (computer-based contact) which produced more mixed effects. As with imagined contact Turner and Cameron (2016) recommend extended contact in improving variables associated with encouraging successful intergroup friendships.

Liebkind and McAlister (1999) first successfully trialled a school-based extended contact intervention, improving the intergroup attitudes of Finnish children towards foreign people, relative to a control group. Their study involved 1480 13-15 year olds in matched-pair schools and interventions took place in two 50 minute sessions 2-3 weeks apart, with pre- and post-test attitudes surveys administered 2-3 weeks from intervention sessions. In the two intervention sessions, pupils, in groups of 30, read seven first-hand stories accompanied by pictures, about same-age peers and older students describing positive attitude change toward foreigners due to contact, and encouraging tolerance. Afterward, a brief group discussion further reinforced the social desirability norms of contact and tolerance which the stories aimed to impart.

Extended contact interventions have diverse methods, yet all have achieved similarly successful results. Cameron and Rutland (2006), found that extended contact improved attitudes and intended behaviour of non-disabled children towards disabled children, and also compared different types of extended contact intervention; neutral, decategorization, and ‘intergroup’. While the ‘neutral’ condition involved regular extended contact story-reading with in and outgroup identities only stated once at the beginning, in the ‘intergroup’ condition the salience of group identities and typicality of the characters to their groups was maintained throughout. The decategorization condition emphasised individuating information about the characters including

personal characteristics and preferences. The strongest results were obtained for 'intergroup' extended contact.

Cameron, Rutland, Brown and Douch (2006) also tested three different extended contact interventions; common ingroup identity, dual identity, and decategorization. The stories in the common ingroup identity intervention highlighted how ingroup and outgroup members and the participant, could be part of a superordinate school membership identity. The dual identity method emphasised both this common ingroup identity and subgroup memberships of the characters as typically English or refugees, highlighting similarities and differences between them. Decategorization stories were similar to those in Cameron and Rutland (2006). Extended contact improved outgroup attitudes toward refugees compared to a control group, a relationship mediated by increased IOS, with dual identity extended contact producing the strongest effects (Cameron et al., 2006).

Cameron et al (2011a) also tested dual identity and common ingroup identity extended contact interventions on intended friendship of English toward Indian-English children. Both forms were successful in increasing intended friendship, mediated by more supportive outgroup norms, especially for older children, but only when experiences of high quality direct contact were low. Aronson et al. (2015) also tested the effects of these two methods on American-Somali intergroup attitudes and, while both types improved pupils' intergroup behavioural intentions, improvement in the dual identity condition was significantly greater than the common group condition.

Vezzali et al (2012d) found that teenagers who read books featuring extended contact reported improved intergroup attitudes, behavioural intentions, willingness to engage in future contact, and reduced stereotypical attitudes, mediated by increased IOS and reduced group identification, compared to control book-reading or control no-reading

conditions. In Liebkind et al. (2014) children read extended contact stories and afterward discussed different aspects of the stories each week, covering; interpersonal relationships, how peer groups and norms affect intergroup relationships, and intergroup relationships in a wider context. The authors found that extended contact increased perceptions of future contact's importance, but also undesirably increased intergroup anxiety for older pupils, possibly due to their greater awareness of norms, negative judgements of outgroup members and resistance to the nature of the study.

Vezzali, Stathi, Giovannini, Capozza, and Trifiletti (2015c) investigated the extended contact effects of popular novels featuring intergroup interaction on Italian pupils' attitudes toward immigrants. Reading extended contact excerpts from the books improved intergroup attitudes, moderated by greater identification with the tolerant, ingroup protagonist and disidentification with the antagonist. Vezzali et al.'s (2015d) intervention method utilised personal intergroup contact stories written and shared by pupils, rather than fictitious ones. Results showed increased frequency of outgroup friendships reported three months later, mediated by improved intergroup norms and behavioural intentions.

As these evaluations of extended contact interventions were the design basis for the main studies of this thesis relevant considerations are outlined in the Methodology chapter and Chapter Six, but a critique of procedures is presented. The extended contact interventions made greater use of pre-post (Cameron & Rutland, 2006; Liebkind et al., 2014; Liebkind & McAllister, 1999; Vezzali et al., 2015c) and longitudinal testing (Aronson et al., 2015, Study one; Vezzali et al., 2015d), and control groups than imagined contact interventions. Only Cameron and Rutland (2006) did not use a control group, reducing the robustness of their study, but did utilise pre-post testing.

Intervention session frequencies and timings varied, even across the non-longitudinal versions, however most converged around 6 weeks: of either consecutive sessions including the post-tests (Cameron & Rutland, 2006; Cameron et al., 2006), excluding post-tests (Cameron et al., 2011a; Vezzali et al., 2015c with interviews or surveys 1 week later; Aronson et al., 2015 Study two with surveys 2 weeks later; Study one with surveys 2–3, and 9-10 weeks later), or of two sessions plus pre- and post-tests each at 2-3 week intervals from each other (Liebkind & McAllister, 1999). As Vezzali et al.'s (2012d) intervention involved reading over the summer break, with a questionnaire in the second week of the new term, the intervention's duration is unknown. The other studies took place over three consecutive weekly sessions, except for Liebkind et al. (2014) with pre- and post-tests at 2 week intervals to these sessions, and for Vezzali et al. (2015d) post-tests 1 week and then 3 months later. Session lengths (although unknown for Cameron & Rutland, 2006; Cameron et al., 2011a; Vezzali et al., 2015d) varied from between 15-20 minutes (Aronson et al., 2015; Cameron et al., 2006) to two hours (Vezzali et al., 2015d), much longer than the 2-30 minute range for imagined contact. This suggests that extended contact interventions require greater time commitment, although a comparative study has not yet been carried out to determine the minimum time and reinforcement level of extended contact interventions necessary to produce significant effects. Cameron and Rutland (2006) highlight the lack of research into the effect of length and duration of prejudice-reduction interventions more generally, although longer-term interventions are thought more effective.

The allocation of participants to conditions varied greatly. Aronson et al. (2015), Cameron and Rutland (2006), and Cameron et al. (2006; 2011a) allocated participants rather than classes and schools to each condition, this the most robust method as it reduces the influence of confounding variables incidentally related to pre-existing

wider groupings, including the influence of school culture or class teacher. Vezzali et al. (2012d; 2015d) allocated conditions at the class level, except in the latter the control group was allocated to an entire school. Although Vezzali et al. (2015c) do not specify how groups were assigned their allocation likely followed this pattern as their previous studies involving similar researchers. This was the allocation deemed most practical for the current research. Liebkind and McAllister (1999) and Liebkind et al. (2014) assigned schools to conditions, but attempted to override the influence of confounds by matching school pairs, although the criteria for this was not specified.

Although all the school-based studies used story interventions, they differed procedurally in several ways. Most studies used specially created stories which often varied intergroup characters and situations across the sessions to create effects which would more readily generalise. Exceptions to this were Vezzali et al. (2015c) who used a pre-existing popular novel, and Vezzali et al. (2015d) who had children create their own stories from personal experiences. However, using a popular novel may have been advantageous as pupils may have already had positive perceptions and emotions toward the book and its protagonist, creating stronger feelings of closeness to the 'ingroup' member, than in less familiar stories. Only Vezzali et al.'s (2015d) study made use of the experiences of known ingroup members, rather than story characters which may also have increased the strength of results.

The majority of studies provided an explanation of the target outgroup, often using pictures or other resources to ensure pupil understanding. Aronson et al., (2015) and Vezzali et al. (2012d; 2015c; 2015d) do not report providing a description, but may have done so. Most studies also included an activity to reinforce extended contact effects with the exception of Vezzali et al. (2012d; 2015c). These involved discussions of the stories, sometimes emphasising particular identity conditions (Cameron et al.,

2011a), or different aspects of intergroup contact (Liebkind et al., 2014), although further details about the discussion content were not provided. Story-writing group work in Vezzali et al. (2015d) may have provided similar reinforcement. As no school-based extended contact studies investigated effects upon direct contact success, this represented a gap which the current research aimed to address.

Imagined versus Extended Contact

Imagined and extended contact interventions can have differing effects, with imagined contact's dual route affecting both cognition and affective processes, but extended contact exerting greater influence on cognition. This evidence indicates the importance of testing indirect contact interventions using a diverse battery of cognitive and affective measures.

Positive attitudinal change from extended contact appears to occur through four mechanisms (Wright et al., 1997). 'Positive ingroup exemplars' exhibit new norms of contact with outgroup members, model positive intergroup contact, and provide information which reduces outgroup ignorance. Observing positive and pleasant behaviour from 'positive outgroup exemplars' challenges negative or homogeneous outgroup stereotypes. Greater IOS can occur if the individual perceives that their ingroup friend, whom they may consider part of the self, has an outgroup friend whom they consider part of their self-concept. The individual may then, by extension, consider that 'my group member's friend's group is my friend' (Wright et al., 1997, p.76) thus including outgroup friends of friends within the self. Finally, viewing positive intergroup contact can reduce anxiety about intergroup relations and outgroup members by normalising contact and replacing negative preconceptions with positive expectancies (Gómez et al., 2011). Being exposed to ingroup norms which encourage greater IOS, and being able to observe and learn about outgroup members and contact

in an indirect less anxiety-provoking setting also allows salience to remain high, leading to greater generalisation (Cernat, 2011). All four effects were mediating factors in the relationship between extended contact and improved interethnic attitudes (Gómez et al., 2011; Turner, Hewstone, Voci, & Vonofakou, 2008 and Cameron, Rutland, Hossain & Petley, 2011a). In Northern Ireland the prejudice-reducing effects of extended intergroup friendships were mediated by reduced intergroup anxiety (Paolini et al., 2004), and increased intergroup trust was also identified as a mediator of extended contact's effects on improving positive behaviour tendencies between Catholics and Protestants in Northern Ireland (Tam et al., 2009).

Extended contact effects are moderated by a range of variables, including direct contact, initial attitudes, and ingroup closeness (Hewstone et al., 2014). Cameron et al. (2011a) found that extended contact only produced significant effects on intergroup attitudes for children with fewer experiences of quality direct contact. Eller, Abrams and Gómez (2012) found extended contact's effects on reducing prejudice and encouraging engagement with outgroup culture (e.g. films, music and language) only occurred with lower prior direct contact levels. In Northern Ireland, extended contact's prejudice-reducing effects were greater for individuals with fewer intergroup friends, or living in segregated areas, and increases in intergroup helping behaviours were greater for individuals with less contact experience (Christ et al., 2010). Prior contact experiences may improve attitudes and therefore limit extended contact effects, as the relationship between extended contact and improved intergroup attitudes, is moderated by pre-existing attitudes, only occurring when participants hold negative prior attitudes (Munniksma, Stark, Verkuyten, Flache, & Veenstra, 2013). Therefore, extended contact interventions may be particularly effective for those in segregated settings.

Closeness felt with the ingroup member engaging in contact can also be influential. In Northern Ireland, extended contact effects on increasing intergroup trust were stronger when the ingroup interactor was more intimately known to the individual, such as a friend or family member rather than a neighbour or colleague, and perceived more closely (Tausch et al., 2011).

No research to date has directly compared the effects of imagined and extended contact. Some of the main strengths and weaknesses of direct contact and the indirect approaches of imagined and extended contact are explored below. Both indirect methods benefit from not requiring experiences of direct contact, and can therefore be used within segregated contexts. Crisp and Turner (2012) highlight how imagined contact can be used to enhance outgroup perceptions and reduce intergroup anxiety before any direct contact takes place, whereas extended contact can be utilised during contact's 'intermediate stages', when some contact is taking place between group members, but this is not yet being experienced by all members. The requirement for some contact to have taken place in the group may be a drawback of extended contact (Vezzali & Stathi, 2016) which may make it less suitable for divided contexts. In this way, and due to its simple method discussed previously, imagined contact may be the more accessible type of indirect contact. Yet, extended contact also benefits from its reliance on direct contact between some group members, as the identities of each group member may be more apparent than in imagined interactions, especially if the individual did not previously have a clear frame of reference for the outgroup due to a lack of contact experience. Vezzali and Stathi (2016) highlight that intergroup identities are usually more apparent in extended than in direct contact, which allows for greater generalisation of contact effects to the wider outgroup.

In sum, imagined contact may be more useful for the children attending separate schools in Northern Ireland, in advance of their involvement in Shared Education, as they may not yet have links to outgroup members through extended contact. However, in cases where pupils are aware of other intergroup friendships, the positive effects of extended contact are likely to be stronger than those of imagined contact. In segregated societies extended contact opportunities may need to be deliberately sought out and provided as they are less likely to occur unaided. Chapter Three will outline one potential method of doing so, which will be tested in Chapter Five the thesis.

Conclusion

Where the first chapter identified issues in promoting positive intergroup relations in Northern Ireland, this chapter has identified processes and effects of direct and indirect contact methods. These may provide more effective intervention alternatives in Northern Ireland especially in improving initial attitudes and emotions to encourage successful future intergroup contact and friendship between young people. Detailed exploration of these methods, processes and effects have not only demonstrated their suitability and how they have previously been applied, but have also revealed gaps in the literature warranting further exploration. Preparatory studies were planned which aimed to address the suitability of the indirect contact methods to Northern Ireland before intervention design and testing took place. The variables outlined in this literature review were each considered possible dependent variables for such interventions to improve, but preparatory studies also aimed to streamline this extensive list to the most relevant. The next chapter outlines this project's Methodology and explains how an exploratory qualitative, and smaller scale initial

intervention testing study fit within the overall research framework, culminating in the final wider testing of school-based indirect contact interventions in Northern Ireland.

3 METHODOLOGY

The first chapters explain the theoretical background and challenges of intergroup contact between Catholics and Protestants in Northern Ireland, the education system within the country and theories of direct and indirect contact. The aim of this chapter is to provide a clear and detailed outline of the conceptualisation and structure of the three interlinking studies of which this project is comprised as well as the methodological considerations that informed them. The overall research framework, main research question and research design questions for the application, design and testing of intergroup contact interventions, considerations regarding the analysis used in each study, and mixed methods are explained.

Overview of research design

The overarching research question addressed by this thesis investigates the application of imagined and extended contact interventions to encourage successful direct contact through opportunities provided by the Shared Education Programme. Therefore, the research question was conceptualised as:

> *'How can interventions of imagined and extended contact be best applied to the Northern Irish curriculum to encourage successful intergroup contact through the Shared Education Programme?'*

To address this question, school-based interventions were designed for use in this context, aiming to improve intergroup attitudes between Catholic and Protestant young

people. Intervention design and procedures were based on those of previous studies evaluated in Chapter Two and are outlined in detail in Chapter Five. For effective intervention application design and measurement, information needed to be first gathered on the context the interventions were to be applied in so that the overarching research question could be addressed. The contexts identified were the intergroup contact situation Northern Ireland, the Shared Education and the post-primary curriculum. It should be noted that SEP schools involved in the research outlined in this thesis participated in SEP between 2010-2013 and continued to carry out shared teaching and activities similarly in the years immediately afterward. It was during this period the current research was undertaken, therefore these schools are referred to herein as 'SEP' schools. To define the research design, secondary aims were conceptualised: to investigate how to apply the indirect contact theories as interventions which are representatively designed, applicable to the curriculum, and enhance pupil engagement, and to determine the outcomes measures which would be used to investigate the effectiveness of the interventions.

This chapter presents greater detail on the formation of these secondary aims and how they were addressed by three studies; an interview and focus group study, pilot intervention testing, as preparatory studies which informed the wider intervention study.

The primary research question was considered through a comprehensive review of relevant literature, the development of appropriate methods using evidence from the interview and focus group study, and initial intervention testing. By answering the design defining questions first through two preparatory studies, imagined and extended contact interventions comprised the best designs possible given the information available. The primary research question was then directly addressed by

testing and comparing the interventions in the wider intervention study for their immediate and longitudinal effectiveness, using both general measures from past research, and those more appropriate to this particular context. The preliminary studies are detailed further below, and the following diagram below depicts the rationale and main information produced by each stage of the research. Underlined text highlights a direct link to a research aim.

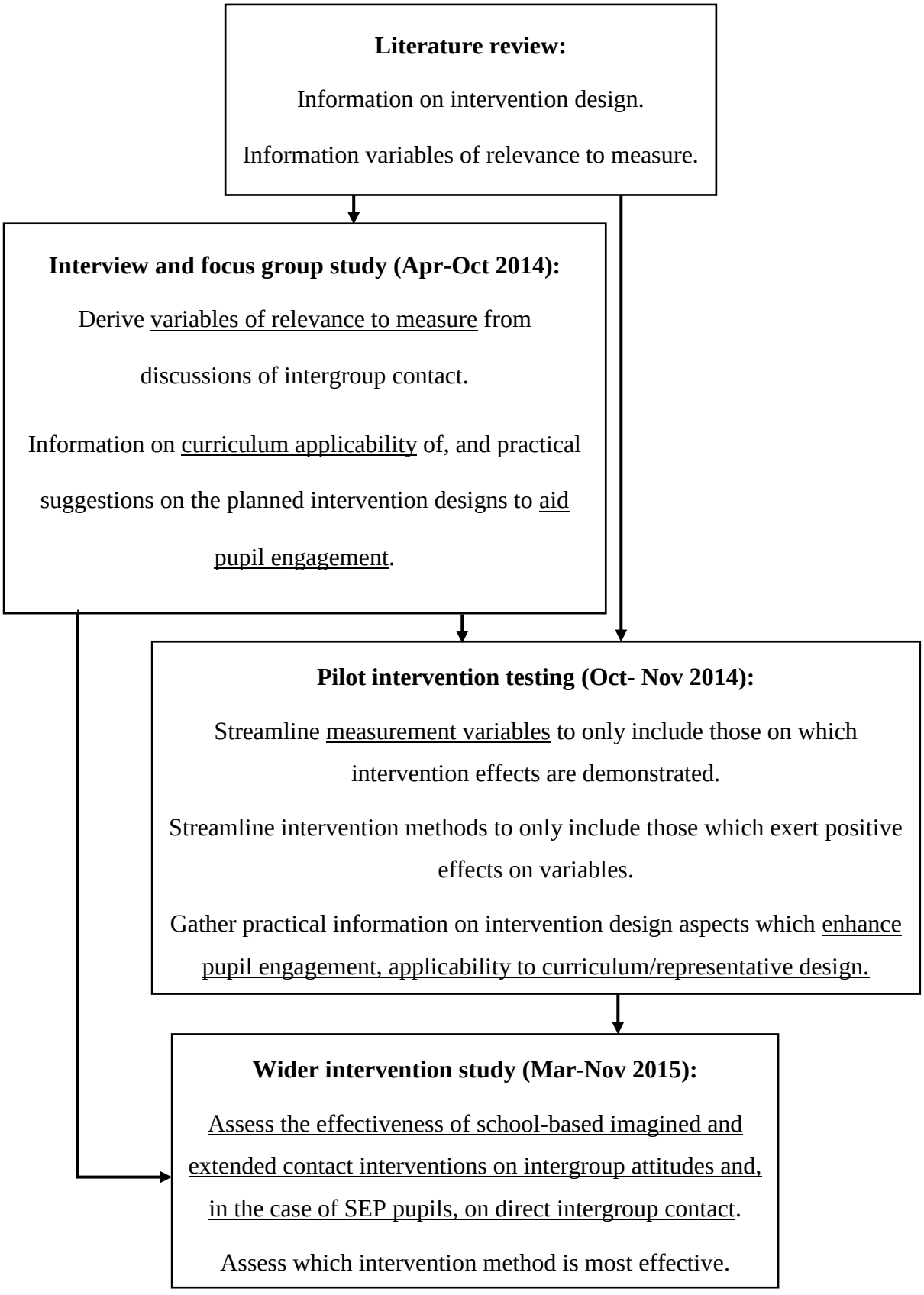


***Figure 4*: Diagram showing flow of information from preparatory work to main study addressing the secondary aims and main research question**

An overview of the three main studies within this thesis are presented; an 'Interview and focus group study' (Chapter Four), 'Pilot intervention study', and 'Wider intervention study' (both Chapter Five). The latter wider intervention study is described first as this was the main focus of the thesis and most of this study's design was devised from the literature review findings before the other studies were planned. The preliminary studies' contribution to the final wider testing study design is also explained once the context of this main study's design is set out.

Wider Intervention Study

Chapter Two evaluated successfully applied school-based imagined and extended contact studies to date. These studies provided the basis for the pilot, and ultimately the wider intervention studies' design, with identified gaps and criticisms addressed where possible. Three imagined contact and one extended contact interventions were designed for this study according to the common format of each of these methods outlined in Chapter Two, and summarised below.

Materials and Procedure

The imagined contact interventions were based on the standard instructional set '…imagine yourself meeting [an outgroup] stranger for the first time. Imagine that the interaction is positive, relaxed and comfortable' (Crisp, Stathi, Turner & Husnu, 2009, p.5) where the outgroup member would be a Catholic or Protestant young person depending on the community background of the participant. Writing tasks are often incorporated in imagined contact studies to reinforce and demonstrate that imagined contact has taken place. In this thesis, multiple imagined contact conditions involving writing, art and drama reinforcing tasks were planned to be tested. The rationale for utilising these other methods is described under 'Participant engagement'. For

extended contact talks from older pupils with previous experiences of positive intergroup contact were listened to by participants.

Numerous procedural differences in previous studies were considered and applied in relation to the current research. Features incorporated from previous studies designs included: providing descriptions of the outgroup prior to imagining contact or listening to extended contact talks to aid pupils with less intergroup knowledge, having participants produce written evidence of imagined contact (due to the impracticality of individual or even group interviews), and the utilisation of other methods of imagined contact reinforcement than solely writing. Again, the other methods applied were art and drama tasks, further explained later in the chapter. Due to the planned pre-test post-test design of this study, further explained in this chapter, multiple sessions were required. This also allowed opportunity for participants to imagine contact on recurrent occasions and for a reinforcing extended contact task.

Design and Assessment of Effects

In previous imagined contact intervention studies post-test questionnaires were the most common form of assessment, with no longitudinal results collected to investigate imagined contact effects over time, illustrating a gap in the current literature. Questionnaires seemed more practical for assessment purposes than the interviews used in extended contact intervention studies given the large sample size planned to be attained, and time-constraints. For the wider intervention study, participants completed an intergroup attitudes survey immediately before and after the interventions, to assess if any of the interventions improved these measures, and longitudinally 3-7 months later. Baseline measures also provided an opportunity to control for prior direct contact levels. A third measurement point was added in the wider intervention study to investigate whether these effects diminished over time, and

if no effects were initially demonstrated, to investigate any delayed effects. If more than one intervention generated significant results then all intervention effects would be compared, to determine which was most effective. All intervention groups were compared to a Control group who did not take part in any intervention.

No previous school-based indirect contact research has investigated the effects of their interventions on direct intergroup contact success. As this should be the ultimate aim of indirect contact methods, this represented a gap in the literature which the current research aimed to address by investigating changes on the selected intergroup measures before and after the interventions. As participants entering SEP already had a planned increase in their levels of school-based contact, where differences arose SEP contact would need to be controlled for to understand the distinct impact of the interventions longitudinally. Potential differences in intervention effects were investigated between participants entering SEP in the next academic year (when the longitudinal survey was completed) and those who were not.

Timing

In prior research, the duration of imagined and extended contact interventions varied greatly, and it appeared that extended contact may require a greater time commitment, although the minimum time and reinforcement level of extended contact interventions necessary to produce significant effects has not yet been experimentally determined. However, to minimise disruption to class schedules, intervention duration in the current research was planned to be limited, as lengthy sessions could have discouraged schools participation, and pupil interest may have been difficult to maintain. It was intended that imagined and extended contact interventions would be roughly similar in duration for a fair comparison of their effects, so intervention schedules were planned to correspond with prior imagined contact study durations, consisting of three,

consecutive, weekly sessions lasting the length of typical school periods (approximately 30-40 minutes) which would incorporate pre-post questionnaires, an intervention task and a reinforcing task. The actual duration of imagined or extended contact would be around 15-20 minutes. This also provided opportunity to investigate whether a single, brief extended contact intervention session would improve intergroup attitudes as determining the lowest time requirement may be useful, as shorter successful interventions were likely to be more practically appealing for application within educational contexts.

Age range

School-based imagined contact studies have typically involved children with varied ages between 5-11 years old (Cameron, Rutland, Turner, Holman-Nicolas & Powell, 2011b; Stathi, Cameron, Hartley & Bradford, 2014; Vezzali, Capozza, Giovannini & Stathi, 2012a; Vezzali, Capozza, Stathi & Giovannini, 2012b; Vezzali, Stathi, Crisp & Capozza, 2015a; Vezzali, Stathi, Crisp, Giovannini, Capozza & Gaertner, 2015b) with the exception of Turner, West & Christie (2013b) who tested imagined contact with 16-17 year olds. The current research aimed to extend upon this single piece of research testing imagined contact interventions with teenagers. School-based extended contact interventions on the other hand, have involved a wider age-range than imagined contact. Of 10 studies (in Aronson et al., 2015 there were two relevant studies) two involved teenagers only (Liebkind, Mähönen, Solares, Solheim, & Jasinskaja-Lahti, 2014; Liebkind & McAllister, 1999), two involved mixed age ranges (e.g. Vezzali, Stathi & Giovannini, 2012d) with the widest tested range being 8-14 year olds in Vezzali, Stathi, Giovannini, Capozza, & Visintin, (2015d), and the remainder involved ranges of younger children between 5-12 years old. SEP in Northern Ireland is available at varying school levels, however regular sustained

contact is more likely to occur at post-primary level, where particular subjects are attended jointly each week. To capture the outcomes of indirect contact interventions on SEP for pupils who had no previous contact experience, and within the time constraints of the PhD, post-primary pupils who had selected a school subject delivered via SEP, but not yet begun these classes were sampled. Additionally, Cameron et al. (2011b) postulated that older children may have greater ability to imagine contact in detail given their higher level of cognitive development and creative ability, which may produce greater effects. The issue of attitude formation was also considered. While it has been demonstrated that children recognise differences between group identities, and tend to favour the ingroup from the age of around five (Aboud, 2003) or six (Baron & Banaji, 2006; Bigler, Jones, Lobliner, 1997), the prevalence of avoidance of both the outgroup and discussion of the conflict within Northern Ireland may result in children lacking awareness, or understanding of intergroup differences. However, with information gained from a broad curricular focus on History and Religion Education at post-primary level (CCEA, 2007; 2018a), pupils may begin to develop their own ideas and intergroup attitudes at this stage.

Notably, while Cameron, Rutland, Hossain and Petley (2011a) found extended contact interventions to be particularly effective with older participants, Liebkind et al. (2014) found them to increase intergroup anxiety for older pupils. Nevertheless, given that an intended outcome of the interventions was to improve SEP contact for pupils planning to be involved in this initiative, the study involved school pupils between the ages of 11 and 18.

Sampling, intervention group assignment and research sites

The sample to be recruited for intervention testing needed to consist of Catholic and Protestant school pupils so that the target outgroups could be specified during

imagined or extended contact. However, it was not practical to limit initial recruitment of participants to only these groups, as the young people may not have been comfortable publically disclosing their community background by participating. Instead, full school classes were invited to participate, and the data provided cleansed afterward to include only those participants from a Catholic or Protestant background. The process of data cleansing was manual, and involved checking for duplicate records at each time point, and then omitting any pupils who did not indicate that they were from the Catholic or Protestant community, or those in SEP schools were attending a schools where the majority of pupils had a different community background to them (see Tables 3-5).

To allow the effects of indirect contact interventions on direct intergroup contact success to be investigated, pupils planning to enter SEP classes in the following year were to be recruited as well as those not likely to be experiencing sustained direct contact in the immediate future: non-SEP pupils. Although theoretically both SEP and non-SEP pupils could have both been recruited from schools offering SEP, this was not practically possible as it would not be known until the time of the final longitudinal aspect of the research whether the pupils planning to enter SEP or not, had remained with their original plans. That is, pupils' subject choices for the following academic year may be provisionally made in March when the first stages of the research may have begun, with some pupils choosing subjects run in SEP classes. Yet, they may not have attained the results needed to enter these subjects, or may have changed their minds before the classes were due to begin in September. It seemed sensible to instead recruit from both schools offering SEP subjects and those who did not. This also allowed comparison between pupils who were anticipating imminent direct intergroup contact, and those who were not. Therefore, from this point on, the terms SEP and non-

SEP refer to both pupils and schools. It was necessary that all of the intervention groups and control group would be duplicated in SEP and non-SEP schools. Additionally, as SEP involves pupils from two schools joining together for a subject, the intervention and control groups were duplicated in the two SEP schools who would later comprise the SEP classes. The following provides an illustration of this recruitment strategy.

Table 1

Matrix of participant groups to be recruited

School	Imagined contact (Writing)	Imagined contact (Drama)	Imagined contact (Art)	Extended contact	Control (No intervention)
Non-SEP (No planned direct contact)					
SEP (Majority Catholic) (Planned direct contact)					
SEP (Majority Protestant) (Planned direct contact)					

School-based research within Northern Ireland often specifies a range of additional criteria such as the type of school for example ‘Selective’ or ‘Non- Selective’ (e.g. Belfast Education & Library Board, 2013) based on whether entry is dependent upon results of transfer tests (Gardner & Gallagher, 2007; Lambe & Bones, 2007), or Controlled, Maintained and Voluntary Grammar, depending on the school’s funding source (e.g. DENI, 2017), yet finding schools willing to participate in this research proved challenging, with most teachers citing time constraints on their unwillingness to be involved. With such constraints, the sample obtained for each study of this PhD was ultimately a convenience sample. The recruitment of SEP schools was determined by recommendation by a Shared Education expert from the qualitative Interview and

Focus group study explained later in this chapter. These recommendations were important – partly due to the good relationship which has been forged between researcher and the Shared Education participating schools – as accessing a sample in this relatively small population who had not been over-researched was desirable. Accessing non-SEP schools proved more difficult without these strong research links. Numerous schools across the country were approached to participate, and all of those who agreed to participation are included in the studies detailed.

There has been variation in the number of participants tested in each of the school-based indirect contact studies mentioned in Chapter Two. For imagined contact interventions 149 participants were the most tested in Vezzali et al.'s (2015a) study and N=34 the least in Vezzali et al. (2012b). As only three of the seven studies evaluated in the literature review reached over 100 participants, sample sizes have generally been small and in some cases only drawn from single schools. School-based extended contact intervention studies have typically involved larger samples than their imagined contact counterparts creating greater statistical power for their findings. Only three of the ten studies evaluated in the literature review had fewer than 100 participants, N=34 the lowest in Vezzali, Stathi, Giovannini, Capozza, and Trifiletti (2015c), and six exceeded the 149 maximum sample of the imagined contact studies, N=1480 the largest in Liebkind and McAllister (1999).

Due to the small sample utilised in previous school-based indirect contact intervention studies the current research aimed to sample a larger number of participants with more similarity to the extended contact studies (Mean sample size= 345) and with as wide a geographical spread of representation as possible in the wider intervention study, so that results could be viewed as more generalizable within Northern Ireland.

The wider intervention study used a sample size calculation to determine the appropriate sample to be recruited. On the recommendation of Bartlett, Kotrlik and Higgins (2001) and numerous online tools, a sample size calculation was based on an estimated population size of all post-primary pupils who designate as either Catholic or Protestant and do not attend Integrated schools. This was obtained by taking the average predicted number of young people at the appropriate levels of Post-primary education (N=140,597) within the time period that that research took place 2014/15 to 2015/16 (DENI, 2014), though it was later confirmed that this number was marginally higher than anticipated for 2014/15 (N=142547) (Matthews, 2014b). According to another report by Matthews (2014a), N= 12106 post-primary pupils attended Integrated schools in 2013/14, around 9% of all pupils at this level. The eligible population was N=128491 based on this criterion.

In a previous study investigating contact in Northern Irish schools approximately 9% of a sample did not designate as Catholic or Protestant (Hughes, Campbell, Lolliot, Hewstone & Gallagher, 2013). Although this percentage may have coincided with pupils who were also in Integrated schools, that is, the criteria may not be entirely mutually exclusive, it is noted that in the initial testing study a large number of pupils (45%) from a non-integrated school did not designate their identity as Catholic or Protestant either. On the relatively more conservative basis of the Hughes et al. (2013) study the testable population estimate was decreased by a further 9% to N=116927.

Similar intervention effects by (Vezzali, et al., 2012a) on two variables were also used in this calculation (t=2.47, t=2.22). A sample of minimum 383 pupils was planned to be recruited. As will be later explained, unfortunately the Art-based imagined contact task was omitted before the wider intervention study occurred, leaving four intervention groups (three intervention types and a Control group) in the SEP and non-

SEP schools. This equated to approximately 48 pupils in each of the eight final groups. As typical class sizes are approximately 30 pupils, it was anticipated that not all possible participants from these classes would consent to the study, some participants may not designate their identity as Catholic or Protestant and it was expected that there would be a degree of dropout across the three time points it was necessary to obtain a larger initial sample. As two classes per the SEP groups, one from the Catholic majority and Protestant majority school, would already be sampled, this was anticipated to provide a buffer against participant dropout. It was also aimed that two classes per the non-SEP group would be sampled also (max 60 pupils per group) as a contingency strategy to meet the sample size, even if up to 20% of possible pupils did not participate or their data could not be used.

Table 2

Matrix of participant group numbers to be recruited

School	Imagined contact (Writing)	Imagined contact (Drama)	Extended contact	Control (No intervention)	Total
Non-SEP (No planned direct contact)	60	60	60	60	240
SEP (Catholic and Protestant)	60	60	60	60	240
Total	120	120	120	120	480

In the actual study 557 participants were recruited to take part at baseline ‘Time one’ (T1). Participant breakdown is summarised in Tables three to five, and summarised in the following section.

Of the 557 T1 participants, only those who designated as Catholic or Protestant could be considered. The entire sample initially recruited was comprised of; 351 (63%) Protestant, 137 (24.6%) Catholic, 38 (6.8%) 'Neither Catholic nor Protestant community', 31 (5.6%) 'Not sure.' Therefore, the total number of participants who were excluded at this stage was 69. For each of the time points a further consideration was undertaken. Within majority Protestant and majority Catholic schools a small number of pupils from the outgroup may attend, although they may not share their identities with others, or be viewed as typical of the outgroup. For these particular pupils, SEP classes would only have brought them into contact with other ingroup members, which would not constitute intergroup contact. Additionally, the indirect contact interventions aimed to target participants with no school-based intergroup contact. Therefore, Protestant pupils in schools where the majority of pupils were Catholic, and Catholic Pupils in schools where the majority of pupils were Protestant were excluded from the analysis. Therefore, the total number of participants who were excluded at this stage was 12, resulting in the final T1 sample of 476.

Table 3

Breakdown of participants at initial stages of research - Time one

Time 1	School	Activity	Actual Classes	Actual participation (Time 1)	Protestant or Catholic participants	Excluded pupils (no intergroup contact)	Final sample
	Non SEP School 1	Writing	2	31	24	X	24
	Non SEP School 2	Drama	3	28	25	X	25
	Non SEP School 3	Peer talk	2	47	36	X	36
	Non SEP School 4	Peer talk	2	44	36	X	36
		Total Non SEP Peer talk	**4**	**91**	**72**		**72**
	Non SEP School 5	Control	4	81	66	X	66
SEP partnership 1	SEP School 1	Writing	1	17	15	0	15
	SEP School 2	Writing	2	53	52	0	52
		Total SEP Writing	**3**	**70**	**67**		**67**
SEP partnership 2	SEP School 3	Drama	5	112	97	10	87
	SEP School 4	Drama	1	18	15	0	15
SEP partnership 3	SEP School 5	Drama	0	0	0	0	0
	SEP School 6	Drama	1	15	14	1	13

Time 1	School	Activity	Actual Classes	Actual participation (Time 1)	Protestant or Catholic participants	Excluded pupils (no intergroup contact)	Final sample
		Total SEP Drama	**7**	**145**	**126**		**115**
SEP partnership 4	SEP School 7	Peer talk	1	11	11	0	11
	SEP School 8	Peer talk	1	5	5	1	4
		Total SEP Peer talk	**2**	**16**	**16**		**15**
SEP partnership 5	SEP School 9	Control	3	67	66	0	66
	SEP School 10	Control	3	28	26	0	26
		Total SEP Control	**6**	**95**	**92**		**92**
Total:			**31**	**557**	**488**	**12**	**467**

Table 4

Breakdown of participants at initial stages of research - Time two

Time 2	School	Activity	Actual Classes	Actual participation (Time two)	Protestant or Catholic participant	Excluded pupils (no intergroup contact)	Actual participation (Intervention)
	Non SEP School 1	Writing	2	30	23	X	23
	Non SEP School 2	Drama	3	23	16	X	16
	Non SEP School 3	Peer talk	2	42	30	X	30
	Non SEP School 4	Peer talk	2	37	30	X	30
	Total Non SEP Peer talk		**4**	**79**	**60**		**60**
	Non SEP School 5	Control	4	65	54	X	54
SEP partnership 1	SEP School 1	Writing	1	14	13	0	13
	SEP School 2	Writing	2	35	32	0	32
	Total SEP Writing		**3**	**49**	**45**		**45**
SEP partnership 2	SEP School 3	Drama	5	95	79	7	72
	SEP School 4	Drama	1	19	15	0	15
SEP partnership 3	SEP School 5	Drama	0	0	0	0	0
	SEP School 6	Drama	1	13	9	0	7

Time 2	School	Activity	Actual Classes	Actual participation (Time two)	Protestant or Catholic participant	Excluded pupils (no intergroup contact)	Actual participation (Intervention)
	Total SEP Drama		**7**	**127**	**103**		**94**
SEP partnership 4	SEP School 7	Peer talk	1	9	9	0	9
	SEP School 8	Peer talk	1	4	4	1	3
	Total SEP Peer Talk		**2**	**13**	**13**		**12**
SEP partnership 5	SEP School 9	Control	3	66	64	0	64
	SEP School 10	Control	3	20	19	0	19
	Total SEP Control		**6**	**86**	**83**		**83**
Total:			**31**	**472**	**397**	**8**	**387**

472 participants completed the Time two (T2) questionnaire, but of these only 389 met the criteria of identifying as Catholic or Protestant, and of being part of the majority ingroup within their school. Only 387 of these pupils had completed the assigned intervention and constituted the final T2 sample. As the Control group did not have an intervention to complete, their full number was carried forward. Therefore, 85 pupils were excluded from the T2 sample.

Table 5

Breakdown of participants at initial stages of research - Time three

Time 3	School	Activity	Actual Classes	Actual participation (Time three)	Protestant or Catholic participants	Excluded pupils (no intergroup contact)	Actual participation (Intervention)
	Non SEP School 1	Writing	2	21	21	X	21
	Non SEP School 2	Drama	3	11	10	X	10
	Non SEP School 3	Peer talk	2	47	39	X	39
	Non SEP School 4	Peer talk	2	42	35	X	35
		Total Non SEP Peer talk	**4**	**89**	**74**		**74**
	Non SEP School 5	Control	4	74	62	X	62
SEP partnership 1	SEP School 1	Writing	1	14	13	0	13
	SEP School 2	Writing	2	33	31	0	31

Time 3	School	Activity	Actual Classes	Actual participation (Time three)	Protestant or Catholic participants	Excluded pupils (no intergroup contact)	Actual participation (Intervention)
		Total SEP Writing	**3**	**47**	**44**		**44**
SEP partnership 2	SEP School 3	Drama	5	11	10	0	10
	SEP School 4	Drama	1	1	1	0	1
SEP partnership 3	SEP School 5	Drama	0	0	0	0	0
	SEP School 6	Drama	1	12	10	0	9
		Total SEP Drama	**7**	**24**	**21**		**20**
SEP partnership 4	SEP School 7	Peer talk	1	9	9	0	9
	SEP School 8	Peer talk	1	6	4	1	4
		Total SEP Peer talk	**2**	**15**	**13**		**13**
SEP partnership 5	SEP School 9	Control	3	14	14	0	14
	SEP School 10	Control	3	15	15	0	15

Time 3	School	Activity	Actual Classes	Actual participation (Time three)	Protestant or Catholic participants	Excluded pupils (no intergroup contact)	Actual participation (Intervention)
		Total SEP Control	**6**	**29**	**29**		**29**
Total:			**31**	**310**	**274**	**1**	**273**

310 participants completed the Time three (T3) questionnaire, but of these only 273 met the criteria of identifying as Catholic or Protestant, and of being part of the majority ingroup within their school. All 273 of these pupils had completed the assigned intervention.

The final number of participants in this study varies by the analysis undertaken, as they involved different combinations of the research time points.

For analysis which combined the T1 and T2 data, 369 pupils were present in both final time point datasets. The participants were; 166 male, 203 female, and 106 Catholic, 263 Protestant. 16 pupils indicated that they had a disability, 317 indicated that they did not have a disability, and 36 were unsure. The breakdown of the T1 and T2 data is shown in the following table.

Table 6

Breakdown of participants: Time one and Time two analysis

Time 1 & 2	School	Activity	Classes	Participants
	Non SEP School 1	Writing	2	22
	Non SEP School 2	Drama	3	15
	Non SEP School 3	Peer talk	2	29
	Non SEP School 4	Peer talk	2	29
		Total Non SEP Peer talk	**4**	**58**
	Non SEP School 5	Control	4	51
SEP partnership 1	SEP School 1	Writing	1	31
	SEP School 2	Writing	2	12
		Total SEP Writing	**3**	**43**
SEP partnership 2	SEP School 3	Drama	5	70
	SEP School 4	Drama	1	14
SEP partnership 3	SEP School 5	Drama	0	0
	SEP School 6	Drama	1	6
		Total SEP Drama	**7**	**90**
SEP partnership 4	SEP School 7	Peer talk	1	9
	SEP School 8	Peer talk	1	2
		Total SEP Peer talk	**2**	**11**
SEP partnership 5	SEP School 9	Control	3	60
	SEP School 10	Control	3	19
		Total SEP Control	**6**	**79**
Total:			**31**	**369**

For analysis which combined the T1 and T3 data, 227 pupils were present in both final time point datasets. The participants were; 101 male, 126 female, and 47 Catholic, 180

Protestant. 13 pupils indicated that they had a disability, 190 indicated that they did not have a disability, and 24 were unsure. The breakdown of the T1 and T3 data is shown in the below table.

Table 7

Breakdown of participants: Time one and Time three analysis

Time 1 & 3	School	Activity	Classes	Participants
	Non SEP School 1	Writing	2	19
	Non SEP School 2	Drama	3	8
	Non SEP School 3	Peer talk	2	26
	Non SEP School 4	Peer talk	2	25
		Total Non SEP Peer talk	**4**	**51**
	Non SEP School 5	Control	4	54
SEP partnership 1	SEP School 1	Writing	1	30
	SEP School 2	Writing	2	11
		Total SEP Writing	**3**	**41**
SEP partnership 2	SEP School 3	Drama	5	6
	SEP School 4	Drama	1	1
SEP partnership 3	SEP School 5	Drama	0	0
	SEP School 6	Drama	1	8
		Total SEP Drama	**7**	**15**
SEP partnership 4	SEP School 7	Peer talk	1	9
	SEP School 8	Peer talk	1	2
		Total SEP Peer talk	**2**	**11**
SEP partnership 5	SEP School 9	Control	3	14
	SEP School 10	Control	3	14
		Total SEP Control	**6**	**28**
Total:			**31**	**227**

Participants from SEP partnership 3 attended classes specifically for pupils with academic and behavioural issues. The specific nature of these issues was not disclosed fully, but they were not considered severe enough by the teachers to negate the pupils' ability to complete the research. It was considered beneficial to ensure the intervention designs were inclusive of varied academic abilities, as, if successful, the interventions would be functional for use across Post-primary schools in Northern Ireland, where a range of abilities exist. Some minor changes were allowed to the procedure for this group to facilitate their involvement as detailed.

All schools that agreed to participation were classed as Urban. The 14 schools involved consisted of six classed as Grammar schools, seven (originally 8) Post-primary schools and one non-selective school. Five were not involved in SEP and nine (originally 10) were involved in SEP. A higher number of SEP schools were involved as it could not be known in advance exactly which pupils would be attending Shared classes in the subsequent academic year, although some academic criteria were applied by teachers to narrow this number down. However, overall this translated as a relatively lower number of potential participants available in each SEP school. The number of schools involved was also made higher by matching up SEP partnerships in each area, rather than involving one school.

Previous imagined contact studies involved random assignment of participants to groups, however, a larger sample was planned to be used in the wider intervention study than in most previous studies. Schools seemed more likely to agree to participation if disruption to classes could be minimised. Therefore, randomly assigning classes seemed more practical than randomly assigning individuals. Dimitrov and Rumrill Jr (2003) point out the nonrandomized control group method's advantages such as retaining the original setting which can help inhibit participant's

knowledge about the study's purpose, and disadvantages including uncertainty if post-test group differences are due to pre-existing differences. However, including pre-test measures allowed the initial intervention group differences to be known. All research in this thesis which involved young people was school-based to enhance the ease of participation and ecological validity of the intervention studies' design.

Secondary research aims

The main research question implied considerations regarding how intervention effects should be measured, and how interventions could be applied effectively in this context. These constituted the secondary aims. Each of these points are considered in turn below.

Selecting measures

It was important to clarify what constituted 'successful' intergroup contact. Past research on direct and indirect contact offer various outcome, mediating, and moderating variables measured to indicate whether significant effects on outgroup perceptions were achieved. These are summarised in the previous chapter with their relevance to Northern Ireland's intergroup context, and to young people, highlighted. The intervention study aimed to utilise a battery of intergroup relations measures. However, although contact effects had been tested on a number of these variables in Northern Ireland, and with young people, very few involved both (Turner, Tam, Hewstone, Kenworthy & Cairns, 2013a, being an exception). As explained in Chapter Two, this thesis is the first research to longitudinally test imagined and extended contact interventions with young people in Northern Ireland, especially focusing on those transitioning from a situation of little to no school-based contact, to regular and

sustained direct contact, using solely the universal measures adopted in past research may fail to address significant issues relevant to this particular context. To investigate those of particular relevance to this context, an interview and focus group study was planned to be undertaken. Using thematic analysis, this interview and focus group study gathered information on experiences of SEP and curriculum-based intergroup relations work to determine quantitative measures of contact effectiveness. These identified contact outcomes would then be used to assess the indirect contact interventions' effectiveness via pre-post questionnaires in the main study of this thesis.

Another consideration was the length of the questionnaire as this research was to be conducted with young people. Limiting the number of questions seemed key to enhancing engagement and reducing boredom. The second preliminary study 'Pilot intervention study' was planned which allowed the questionnaire to be trialled (hence the subsequent final study is referred to as 'wider intervention study'). Questions were eliminated from the wider intervention study when scale validity and reliability were not high, or where confusion existed in respect of certain items in the Pilot intervention study. Therefore, in addressing how measures ought to be selected for the main intervention testing study, two preliminary studies were devised.

Application of theories as interventions

Although the main aim of this project was to test the effectiveness of indirect contact interventions, the process of designing the research was also likely to uncover novel information on the nature of applying psychological theories within real-life contexts, like Shared Education. The uncovering of this novel information constitutes a subsidiary aim of the thesis. Therefore, considerations about the project design and structure are outlined in depth throughout the thesis, and evaluated in the Discussion

chapter (Chapter Six), so that recommendations on these aspects can be made for future research.

As with intergroup contact variables, the application of imagined and extended contact theories as practical interventions are written about in general terms in the literature. Although practical applications of the theories are commonly suggested towards the end of papers (e.g. Crisp & Turner, 2009; Turner, Crisp & Lambert, 2007a; Kuchenbrandt, Eyssel & Seidel, 2013), detailed considerations of how to incorporate these theories into already existing scenarios are rarely proposed. Some exceptions exist such as Crisp et al. (2009). Good examples of practically applied indirect contact theories do exist (see Chapter Two) but this is a relatively recent development which constitutes a small amount of the research conducted in this area. The methods of addressing the specific challenges of the context are rarely, if ever, explicitly stated. Issues in the experimental application of theory are considered below: confounding variables, participant engagement, and ecological validity.

Confounding variables

The interventions proposed needed to be given a fair chance to work in a real-life experimental context. Therefore, major confounding variables, factors which affect an 'observed relationship' between independent and dependent variables (Wilkinson, 1999) were identified, measured and controlled for in the intervention experiments. The presence of confounding variables can affect a hypothesis in one of two ways: an effect may be inferred where there is no effect (Type I error), or no effect may be inferred where an effect is present (Type II error) (Schmidt, 1996). Type I errors are particularly problematic as they threaten the internal validity, the credibility of a causal relationship (Wortman, 1983). An example of this in the current setting would be measuring and controlling for the number of direct outgroup friends that pupils have,

if any, when testing indirect contact interventions. A significant effect ascribed to the indirect contact intervention may actually be an artefact of prior direct contact (i.e. Type I error). Confounding variables, low statistical power could also hamper possible intervention effects (Type II error). These issues were addressed by aiming to involve an appropriate sample size as calculated, reducing participant dropout by careful consideration of research practicalities, and the careful selection of appropriate measures. Some measures were qualitatively derived and validated from thematic analysis of discussions of intergroup contact by pupils, teachers and educational experts, and the pilot intervention study allowed the relevance of a variety of intergroup measures to be trialled.

Participant engagement

Participant engagement in the interventions was identified as a possible challenge to their success. The below section considers design recommendations primarily focusing upon imagined contact, although where recommendations can be more broadly applied, engagement in the extended contact interventions are also considered.

The research literature identifies a range of design considerations which may impact the effectiveness of imagined contact interventions. For example, Miles and Crisp (2014) appraised the influence of design differences in imagined contact. They found that the success of imagined contact could be impacted by duration, the positive tone of the imagined contact task, including a requirement to describe the imagined scenario, the amount of detail provided about the target outgroup member, and the type of control condition used, (i.e. a neutral scene or no task). The imagined scenario's ability to reduce intergroup bias was significantly enhanced when greater detail was provided about it. West and Bruckmüller (2013) found that the clarity of the font in which imagined contact instructions were written affected its prejudice-reducing

effects, as less intelligible font increased task difficulty and reduced its success. Emphasis on cooperation in the imagined scenario has been found to exert stronger effects than regular contact (Kuchenbrandt et al., 2013), and imagined contact with high salience either by emphasising focus on the outgroup rather than the individual or imagining a typical outgroup member, increased effects on self-efficacy (Stathi, Crisp & Hogg, 2011), a factor identified as increasing readiness for contact (Turner & Cameron, 2016).

To ensure that the proposed interventions would not fail due to a lack of engagement with the task, proper consideration was given to their delivery. Specifically relating to the above examples, care was taken that the imagined contact interventions would be presented clearly, designed to gradually increase intergroup salience (see Chapter Five), and emphasise cooperation by asking participants to imagine a scenario where they work together with an outgroup member on a task and are successful.

Danielle Blaylock (personal communication, January 9, 2014) along with Michel Birtel, Joanne Hughes, and Miles Hewstone (unpublished study) are the only researchers known to have trialled an imagined contact intervention within Northern Irish schools, however no significant effects were found. Due to the wealth of literature supporting similar imagined contact experiments this is a surprising finding, but Blaylock notes that this intervention was most likely unsuccessful due to the application of the intervention method to this setting, particularly regarding how well participants engaged in the task.

In their study, pupils were given five minutes to imagine and write out a positive intergroup scenario, and pre- and post-intervention attitudinal measures were taken, however no significant effects of the imagined intervention were found (Blaylock, personal communication, January 9, 2014). It is possible that five minutes was not

enough time to allow participants of this age-group the opportunity to adequately imagine contact (see Vezzali, et al., 2012a, who carried out imagined contact interventions over three weeks), but another issue identified by Blaylock was pupil engagement in the intervention. Although the researchers asked participants to describe the imagined scenario in written form, they could not gauge pupils' levels of focus or distraction during imagined contact, and lacking focus may have hindered intervention potential. Intrinsic motivation may be encouraged by creating interventions which are both challenging and enjoyable. In particular, the exploration of other imagined contact methods, especially those more appropriate for engaging young people, was another gap identified in the literature as many experimental imagined contact studies involve only writing tasks. Foremost, the interventions needed to be designed to be relevant to the school setting and experiences that the pupils were comfortable with. It was speculated that familiar tasks would help pupils to engage fully by limiting confusion and enhancing their belief that they had the skills and knowledge required to participate. Story writing, art, and drama tasks were thought to be commonly used techniques in the classroom which had applicability as imagined contact tasks, and this assumption was planned to be investigated through qualitative work. The concept of familiarity was also extrapolated to the planned extended contact interventions, in making use of the experiences of familiar peers. Additionally, the incorporation of a reflective assessment within the imagined and extended contact tasks should have motivated extra focus on their quality as pupils' imagined contact work would be marked by their peers, and the content of the extended contact talk would be summarised. It is possible that incorporating this aspect of peer assessment could increase pupil's anxiety over the judgement of general aspects of their work, for example their writing, art or drama abilities, which may reduce the effectiveness of

imagined contact. While it is noted as a drawback of this research design that the reinforcement of the activity may have unknown consequences such as anxiety of judgement by peers, it is weighed against the impact of the known issue of pupil engagement raised by Blaylock's research noted earlier in this section. As peer assessment is a common method in Northern Irish classrooms (CCEA, 2018b), and due to the potential benefits of enhancing engagement with, and the quality of the imagined contact activities, this method was incorporated into the intervention design. It was also planned that the potential impact of pupils' concerns over their abilities in these methods would be explored in the interview and focus group study.

The active learning methods selected for the intervention methods arose from speculation that stories, art and, role-plays, as well as listening to guest speakers in the case of extended contact, were already utilised in schools, and from additional studies on design differences in imagined contact. The methods are considered in turn below, with the writing, art and role-play activities pertaining to imagined contact, and listening to a peer talk relating to extended contact.

Commonly, participants provide brief written details of the imagined scenario to evidence their engagement in the task. The detail contained in these accounts can significantly affect the strength of imagined contact effects. The positive relationship between imagined contact and behavioural intentions is mediated by the imagined scenario's 'vividness' (Husnu & Crisp, 2010) and participants' perceptions of their number of future outgroup acquaintances increases with greater level of imagined contact detail (Husnu & Crisp, 2011). Imagined scenarios provide scripts; frameworks for evaluating situations and behavioural plans. For these scripts to be useful they must be easy to recall during the situation, and the more vivid and elaborate the imagined scripts are, the better remembered they are. (Crisp, Husnu, Meleady, Stathi, & Turner,

2010). Crisp and Turner (2009) have also advocated that increased focus during imagined contact on details including what would be felt, learnt, and concluded about the outgroup from the experience could also improve its success. Therefore, to enhance imagined contact effects, the writing task required pupils to produce an extended piece of writing (1-2 pages) allowing for a more elaborate and detailed account. Numerous prompts were provided on the provided worksheets to help.

An alternative way of producing more vivid and elaborate scripts may be by providing visual stimuli to aid the memory. McEntee, Coleman, and Yaschur's (2016) investigated both the effects of reading 'vivid writing' that is, particularly emotionally, chronologically and physically descriptive writing, as well as pictures, on ethical reasoning and decision making. Although the authors only found an effect of vivid writing on increased empathy, also a proponent of contact, and an effect of pictures on the importance of the represented moral issues, this latter finding may still have parallels with the contact feature 'perceived importance' of intergroup contact. Previous studies indicate that in simple verbal recall tasks, pictures are often better remembered than words (e.g. Paivio & Csapo, 1973), although Mulligan (2013) concludes that verbal and pictorial recall are similar, especially when tasks involve the generation of mental imagery. Yet, Phelps (2004) highlights that emotions aid the formation and recall of memories, and Langer (1966, p.9) that the 'primary function of art is to objectify feeling so we can contemplate and understand it.' The emotional capacity of images may be of particular importance within Northern Irish intergroup relations, especially as the symbolic and commemorative use of art in the Northern Irish context has been well documented. For example, murals are described as a form of communication (Graham & Shirlow, 2002). The symbolism attached to group membership, and key conflict events can serve the purpose promoting a stable and

meaningful narrative of identity, for example flags can be indicative of the acceptance of a particular sovereignty or nationhood (Bryson & McCartney, 1994). Anderson (1983) defined nationhood as 'imagined communities' and symbolism is of particular importance in creating tangible, visual and audible representation of these communities. These symbols are recognised as creating a sense of drama and ceremony, especially during special events like commemorations. They serve the purpose of calling to mind the status and previous victories of the nation and often reference past conflict, for example in the colours of a flag, or images on a mural. In this way symbol use can attempt to generate emotional responses, creating feelings of pride, encouragement, belonging and celebration to the ingroup, and serving as a warning to hostile outgroups (Bryson & McCartney, 1994). The creation of positive intergroup contact related art was therefore included as an alternative reinforcing task to writing to promote positive emotions and easier recall of imagined contact effects. The art task required pupils to create a poster or comic strip based on the scenario. Again, prompts were provided on worksheets.

Imagined contact may be even further elaborated by adding a dimension of physical rehearsal. Bilewicz and Kogan (2014) found that imagined contact increased positive intergroup attitudes when participants held a pencil in their mouth in a manner which mimicked smiling, but not in a manner which prevented smiling. The success of the 'smiling' condition appeared to be due to allowing participants to embody a positive affective state and therefore to fully engage in positive emotional responses to imagined contact. Mulligan (2013) describes the 'enactment effect,' that physically acting out a concept can aid recall of it better than verbal or visual methods, although the recall is largely of action words, rather than the actions themselves. Nevertheless, Engelkamp and Krumnacker (1980; in Mulligan, 2013) demonstrate that it is not

simply the process of planning and imagining the actions that produces the effect, but the enactment itself.

The process of deliberate remembering by embodiment is evident within Northern Irish society, through commemorations of historic events. Devine-Wright (2003) explains that commemoration is the act of remembering, often incorporating specific actions like parading, or other forms of active participation in events. These bodily actions are related to the mental process of remembering which incorporates both cognitive and emotional aspects. Collective or 'shared', socially constructed memories, are essential to the formation of 'ethnic communities' or Anderson's (1983) 'imagined communities' from which social identification arises. Acts of commemoration provide individuals with a place within temporal communities, as their actions resonate with those of the historical figures, and help such identities and ideals to be passed on (Frijda, 1997). This may then influence thoughts and behaviours.

The use of drama or role-plays based on imagined contact may provide a way for individuals to increase its vividness, embody its positive effects, and rehearse positive behavioural scripts which may aid their recall and use during actual contact. These are techniques already used within educational research, for example Emah, Etuk, and Etudor-Eyo (2012) found that participants who watched dramas about gender equality showed more positive attitudes towards the issue, and the authors recommended similar, but more active techniques such as role-plays for peace education programmes. Stern, (1983) referring to language teaching describes how drama and role-playing allows opportunity for individuals to develop important communication skills, and can increase their self-esteem and confidence. Similar improvements may arise in relation to intergroup communication through the rehearsal of behavioural scripts. However, it appears that the authenticity experience being acted out may be

key to the success of imagined contact role-play. Crisp and Turner (2009) mention the importance of the 'perceived authenticity' of the imagined scenario drawn from observations of role-play interventions in counselling psychology. Additionally, Crisp and Turner (2012) highlight Allport's (1954) recognition that indirect forms of contact on a 'fantasy' level could be effective before actual contact occurs. The authors explain how these methods may fall on a continuum between fantasy, which could include interventions involving imagery and reality, involving actual contact. Kuchenbrandt, et al. (2013) also included a manipulation check of how realistic the imagined scenario was. Due to these comments about authenticity and the continuum of reality, it appears that the more realistic an imagined scenario is the more effective it should be. Therefore, although arguably of most importance to the drama task, participants were instructed to create realistic imagined scenarios as this dimension would be assessed in the marking of their writing, art or drama piece.

For both the imagined and extended interventions, the positive influence of peers and role models within the classroom were also investigated. Murphey and Arao, (2001) found 'near peer role models' — individuals similar in age, interests, ethnicity and experiences, could encourage positive attitudes towards learning English to individuals with low motivation or negative previous experiences doing so. Marion and Stremmel (1983) also note that education to encourage peace should involve role-modelled cooperative, helpful and empathetic behaviour towards others. In listening to the extended contact talk delivered by an older pupil, or in sharing of imagined contact scenarios with other participants, it was planned that pupils would find support and reinforcement for intergroup contact from their peers.

Summary of intervention plans

As detailed further in Chapter 5, interventions based on imagined and extended contact were tested in two studies, the pilot intervention, and wider intervention studies. The intervention methods employed in each of these studies followed much the same designs, which are summarised briefly below to contextualise discussion of the research methods used in this thesis.

Initially four intervention conditions were formulated, with plans to omit the least successful intervention methods according to the results of the pilot intervention study, to streamline the design of the wider intervention study. The four intervention groups consisted of three imagined contact intervention groups, and an extended contact group. The effect of these groups on a range of intergroup attitudes measures, would be compared against the pupil's baseline attitudes, and in a separate analysis against Control pupils who received no intervention. The three imagined contact groups were planned to reinforce the imagined scenario by writing a short story (Writing group), creating a piece of art (e.g. poster or comic strip) (Art group, omitted due to aforementioned error), or, in pairs, devising an idea for a role-play, based on the imagined scenario and then acting it out for another pair of pupils (Drama group). The extended contact group listened to a talk by an older peer about their cross-community experiences. Measures of attitudes and behaviours towards the out-group (DVs) were assessed by questionnaires (Appendices Two & Five) before and after each intervention, and for the wider invention study the questionnaire was completed again 3-7 months later.

After completing the baseline questionnaire, the three imagined contact intervention groups spent time in their first session imagining a positive, relaxed and comfortable intergroup interaction and thinking of ideas for their task. In the second session,

participants peer-marked the pieces of writing or drama created based on their imagined contact scenario. This ensured pupils gave the task reasonable consideration and engagement, and adhered to criteria of the scenario being positive and realistic. In session one, after completing the initial questionnaire, those undertaking the extended contact activity were asked to think of questions to ask after a talk they would hear in the second session. In the second session an older pupil gave a 10 to 15-minute talk on positive school-related cross-community experiences, with time provided for questions. Afterwards, participants took part in an exercise evaluating what they had learnt from the talk. Participants from all groups completed the original questionnaire again in class at this point.

Further design considerations, including those to enhance the ecological validity of the interventions as described below, were sought through an interview and focus group study, and modifications to the design for the wider intervention study were also made based on the pilot intervention study.

Ecological validity

The term ‘ecological validity’ was first used by Brunswik (1956) in perceptual experiments to refer to the validity of a cue variable in predicting environmental dependant variables (Burgess et al., 2006; Araujo, Davids & Passos, 2007). The term has now mainly come to describe what Brunswik referred to as ‘representative design’, incorporating ‘generalisability,’ how well experimental results predict real-life effects, and ‘representativeness,’ how closely a lab-based experiment resembles a real-life situation in form and context, (Araujo et al., 2007; Burgess et al., 2006). The term representative design will be used instead of ecological validity within this thesis.

Orne (1962) writes that the nature of psychological experiments, on participants who can think and ascribe meaning to a situation, as opposed to scientific studies performed on inanimate objects, warrant a consideration of the validity of experimental environment, as this may influence behaviour in addition to the studied variables. To truly understand if a phenomenon is present in a particular situation, the experimental setting should match as closely as possible the real-life setting from which it was first observed. In the case of interventions delivered in an existing setting, for example, within a school, testing should be carried out with as little contextual interference as possible.

It was speculated that 'Learning for Life and Work' (LLW) could be a suitable curricular setting for the interventions to be incorporated within due to their content addressing topics of relevance to intergroup relations and contact. Therefore, the aims and content of this subject were examined, confirming its suitability. All pupils in Northern Ireland attend LLW classes. The 'Local and Global Citizenship' area within LLW aims to 'develop the capacity of young people to participate positively and effectively in society' (CCEA 2003; as cited in Niens & Chastenay, 2008, p.526). All four themes within Local and Global Citizenship; Diversity and Inclusion, Equality and Social Justice, Democracy and Active Participation, and Human Rights and Social Responsibility, could be relevant to teaching on positive intergroup relations, with the latter two relating to positive political involvement, and the concept of equality being of great importance to contact. The first area seems most relevant, as 'Diversity and Inclusion' involves teaching about relationships between social groups, conflict, and reconciliation (Niens & Chastenay, 2008). Intergroup contact theory is not directly referenced in Citizenship education guidelines, but classes may provide opportunity for intergroup knowledge to be gained, uncertainty reduced, and attitudes improved.

Although the real-life application of theory to practice is an asset of this study, a disadvantage of its representative design is the previously mentioned issue of confounding variables. Burgess et al. (2006) outlined debate between theorists such as Wundt and Helmholtz, who believed experimental study should diminish all possible confounding variables manipulating only the factors of interest, whereas Brunswik believed this would render the credibility of the research unsatisfactory, as the original condition could become so altered that a different situation would be resultantly created and examined. It is unlikely that all confounds could ever be identified and controlled for, so reducing some of the influence of possible confounds in advance of the research by improving the design of the study was a preferable compromise. The interview and focus group study was undertaken to identify any possibly confounding issues with influence that research design amendments could diminish, as well as investigating the existing state of the educational context the interventions would be applied within.

Interview and focus group study

A range of participants with expertise relating to young people's experiences of contact in Northern Ireland, SEP, and LLW were recruited for this study alone, and asked questions on these areas of expertise. Interview participants included SEP and LLW experts and teachers, and pupils from both SEP and non-SEP participating schools took part in focus groups. The questions aimed to generate a deeper understanding of the context for intervention testing to inform the design of interventions to be undertaken. Specifically, the interview and focus group study aimed to identify aspects of intergroup contact experiences which related to existing contact measures, to demonstrate their relevance to this context, but also uncover topics of relevance to this particular context which could be measured for the first time. In doing so, other

influential contextual variables could be identified to be controlled for within the research design, if possible, or to aid in explaining the quantitative findings. Information was also sought from participants on already existing school-based intergroup relations initiatives, whether in the curriculum such as LLW or through contact programmes like SEP. Discussion of these topics provided information about ways in which pupils are effectively engaged in the current initiatives, plus their general structure and content, to help inform representatively designed interventions.

Two main research questions were created specifically for the interview and focus group study to aid in answering the overall PhD research question;

I. What can participants' general views and experiences of intergroup, and specifically, of the main contact barriers, contribute to effective indirect intervention design?
II. What can participants' views on the proposed intervention methods contribute to effective indirect intervention design?

Thematic analysis was used to uncover meanings relating to these aspects from the data.

It was important that young people were given opportunities to provide their views on the interventions being developed as well as providing their first-hand experiences of Northern Irish issues, rather than solely relying on the adult interpretations. Bassett, Beagan, Ristovski-Slijepcevic and Chapman (2008) point out that even when research has the potential to impact children directly, researchers are often content with adults speaking on behalf of children. Similar numbers of adults and children were therefore recruited. More than one representative from each adult group, and for the teachers and pupil groups, both SEP and non-SEP participated schools were recruited from to explore differences in experiences and opinions.

Shared Education or Citizenship experts for this study were individually recruited based upon their knowledge of particular education aspects. Both SEP and non-SEP teachers and pupils were required to provide information based on contrasting experiences of school-based intergroup contact. Two teachers were recruited from the suggestions of educational experts, one from a school which offers Shared Education, and the other from a school which does not take part in Shared Education as these reflected the two school types in which the interventions were later to be tested within. The recruited Teachers were asked to recruit up to six pupils from Year 13/14 (aged 17-18) from their school. The pupils who took part in this study were slightly older than the pupils sampled for the intervention testing studies (ages 12-15 for the initial testing study, and ages 11-16 for the wider study). This age-group was selected for two reasons. Primarily, pupils who had been in secondary school for longer had more chance to experience contact programmes than younger pupils who had only attended the school for a shorter time. As will be discussed later, the reverse was true when sampling pupils who had not yet experienced contact to take part in the intervention studies. Additionally, it was expected that older pupils would have more developed focus, reasoning abilities and vocabulary than younger pupils (Gibson, 2012), and would therefore be more able to participate and provide detailed answers to the questions posed.

The first of these two schools was a Catholic maintained school in a rural setting in County Armagh, close to the city of Newry in County Down. This area is known to have experienced a large and prolonged military presence and much violence during the Troubles. This school had offered Shared Education at a variety of stages, in workshops and A Level classes. The second school was a controlled school-based in an urban location, in the South East outskirts of Belfast. Belfast and the surrounding

areas were those at the heart of the Troubles, and rates of sectarian violence in the South and East of the city had been increasing prior to, and during the course of the current research, despite traditionally more volatile areas like North and West Belfast decreasing in the same period. The Police Service of Northern Ireland recorded crimes with a sectarian motivation almost doubling for South Belfast, and more than tripling for East Belfast from 2009/10 to 2014/15 (PSNI, 2015). This school did not provide Shared Education classes.

In total, 16 participants were recruited; seven adults (two teachers, five educational experts) were individually interviewed, and nine pupils were split between two focus groups. The optimal size of a focus group is between four to eight participants (Kitzinger, 1995) and the two focus groups in this study were kept slightly smaller, at four and five participants per group, due to the age of participants. Educational experts were recruited due to their knowledge and experience of either the SEP, or the LLW curriculum and were from Queen's University Belfast's Centre for Shared Education (3), The Five Nations Network (1), or the Western Education Library Board ('WELB') (1). Effort was made to recruit equal males and females. The gender composition of each group in the sample was: 1 female and 4 male educational experts, 2 female teachers, and 4 male and 5 female pupils, therefore there 8 males and 8 females were recruited overall. All research took place in schools apart from interviews with education experts which occurred in rooms within Queen's University Belfast's Psychology and Education departments for convenience.

Pilot intervention study

The research design for the wider intervention study was first trialled in a pilot intervention testing study. The findings of this study were intended for streamlining the questionnaire used to assess intervention success — the intervention methods, and

uncover practical amendments to the research design which could improve intervention success. This study took place after the Interview and Focus group study had been carried out, but before all analysis of this data had been completed. Therefore, this second pilot intervention study followed a similar design to the wider intervention study but, due to time constraints, without some of the recommendations of the Interview and focus group study. This initial study utilised a much smaller sample recruited from one school, Intervention groups therefore differed by class, rather than school. As only one school was involved, differences between SEP and non-SEP participating schools could not be assessed. No longitudinal measures were taken as the time-frame to complete the preliminary studies was limited so that final research design could be tested. Therefore, a pre-post evaluation of the interventions was undertaken with Intervention groups compared against a no-Intervention Control.

The specific purposes of this study were to test the success of the overall design in terms of its representative design and how well pupils engaged in the interventions, reduce the questionnaire and research design's complexity, and reduce confounding design issues such as intervention task difficulty. These aims were fulfilled by incorporating recommendations suggested by teachers facilitating the intervention programmes on these points into the amended research design for the wider intervention testing study and testing the interventions against an extensive battery of intergroup relations measures. Only the most reliable measures as assessed by validity and reliability analysis as well as those showing the most convincing, significant, positive changes due to the interventions were planned to be taken forward. However, as the results were largely not significant, the validity and reliability analysis and identification of results closest to significance formed the main basis for subsequent inclusion.

Interventions and surveys were completed by 143 Year 9-11 (aged 12-15) female pupils from 5 classes in a post-primary school in Bangor, Co Down. As before, it is noted that the age range selected differs slightly from the wider intervention study (where participants were aged 11-16). This general age-group was selected as they were less likely to have experienced school-based intergroup contact as Shared Education and other contact programmes are often only introduced during GCSE and A-Level classes. The slight difference in ages between the two intervention studies was due to the classes available to participate in each of the schools due to external curricular demands, and could not be controlled by the researcher. Numerous schools were approached to participate in various stages of the PhD research. This school was selected for the initial testing study as the researcher had contacts within the school which made gaining participation much quicker than for other schools, but also because this school was not from an SEP partnership, nor an area identified by the survey study to be of particular interest to sample, therefore it was deemed the best school to use for initial testing without losing potential participants from the wider intervention study. It was planned that one class per Intervention group would be recruited, that is 30 pupils per condition, similar to or higher than the condition group sizes recruited for previous school-based indirect contact studies (see Vezzali et al., 2012a; 2012b; 2012d).

Some responses were excluded to leave only those participants who belonged to the two communities being researched; Catholic and Protestant (N=8 and N=63 respectively). Therefore the total number of participants in this sample was 71 and the total number of participants who were excluded having identified themselves as belonging to “Neither Catholic nor Protestant community” or responded that they were “Not sure,” was 58. This highlights two important issues surrounding the data. The

first is an illustration of how segregated the education system in Northern Ireland remains, as the sample was drawn from one school and, of those who belonged to the two main traditions and were aware of their community identity, one community (Protestant) was in a clear majority (89%) in contrast to the other (Catholic= 11%). The second issue relates to how pupils identified themselves according to community background. Examining participants from all communities (Protestant, Catholic and those who did not specify as either) shows that religious identification as Catholic (N=9) and Protestant (N=65) was higher than community identification according to these groups. Although these differences were small they indicate that there is a perceived difference by some of a distinction between religious identity and community identity, even if both identities are referred to by the same term. As previously mentioned, all research with children was school-based to enhance the representativeness of the intervention studies' design, and for convenience.

Research methodology and analysis

The PhD followed a chronological structure, answering the research design questions to inform the final wider intervention study. The studies' aims were outlined at the start of the chapters, and the methods of data collection, analysis, ethical considerations, and use of mixed methods are here detailed further.

Questionnaires and statistical analysis (Pilot and Wider intervention studies)

Questionnaires were the main method of data collection for the quantitative studies. Most responses were recorded on ordinal Likert scales, usually ranging from 'Strongly disagree' to 'Strongly agree' as numbered response options increased for a particular statement. These items allowed simple and quick responses to measures of intergroup variables including anxiety, trust and potential behaviours, plus the creation of

combined response scales for each variable. In the pilot intervention study the direction of positive and negative response meanings were varied. For some questions a higher number indicated stronger agreement, and for others it was reversed so that a higher number stronger disagreement. This was an attempt to prevent pupils from losing focus and circling the same number for all items. However, in practice this was more time-consuming, and some questions had to be omitted from analysis as pupils had been confused over how to respond. Scale directionality was revised for the wider intervention testing study to ensure that all numerical increases in response options reflected greater agreement or greater levels of a particular variable. Although most items were closed questions, the intervention study included two open ended questions; an open post-experimental inquiry item regarding what respondents thought the interventions were about, and an item to gauge whether any changes in intergroup relations might have been due to external circumstances. The use of open-ended items was appropriate in some cases to avoid limiting the diversity of responses (Slattery, Voelker, Nussenbaum, Rich, Paniello & Neely, 2011), despite involving more effort in coding, and not being responded to by all participants (see Biggeri, 2013). Here open questions prevented the transmission of unnecessary and potentially leading information, especially for the post-experimental inquiry item in which provided options may have made the study's purpose apparent. The responses were later coded either according to the positive or negative nature of responses, or in the case of the post-experimental inquiry item, whether pupils had guessed the research purpose. Orne (1962) notes that participants may want to appear naïve to the study's purpose to be viewed as a 'good participant' and not show any awareness that might result in exclusion from the study. To monitor and reduce the influence of these 'demand characteristics' (Orne, 1962), an open post-experimental enquiry question was also

included in the final post-intervention survey completed by pupils, asking 'What do you think this study was about?' Responses to this question did not indicate any pupils were aware of the purpose. Had this been applicable responses could have been controlled for to reveal whether this explained the findings.

For the wider intervention study, new measures were derived from the interview and focus group study (described in Chapter Four). The overall reliability of the scales used was scrutinised by checking their 'internal consistency,' the reliability of items on a scale in measuring a response to a variable, usually tested by checking the correlations between items on this scale using factor analysis (Boyle, 1991). Items in the pre- and post-intervention questionnaires were factor analysed to check that questions were testing what they claimed to. Qualitatively derived items were factor analysed in the wider testing analysis. The measures used in the pilot and wider intervention studies are detailed from page 241 onwards.

Quantitative analysis methodology

In addition to Cronbach's alpha and factor analysis tests of the reliability and validity of questionnaire scales, the quantitative analyses undertaken in the pilot and wider intervention studies included: mixed between-within ANOVAs , and one-way between groups ANOVAs (Kruskal-Wallis Test).

One-way between group ANOVAs and mixed between-within ANOVAs (Pilot and Wider intervention testing)

The assumptions of mixed between-within ANOVAS are that there should be dependent variables at interval or ratio level, categorical independent variables, normal distribution, no significant outliers and homoscedasticity, but with the addition of checking for sphericity (Field, 2013 p.593). As there were only two time points across

which the variables were tested for the pilot intervention study, and variables were tested across two time points at a time for the wider intervention study, sphericity checks could not be calculated. The nature of the dependent and independent variables in all ANOVA analyses met the first two assumptions.

Homoscedasticity that is, checking for the same variance for each of the predictor variables at each level, was assessed using the Levene's test, whereby adjustments are made in response to the test being significant p>.05 (Field, 2013 p.193). However, Field (2013 p.192-196) recommends always making a correction without much need to check the Levene's test as other factors can affect it, for example group or overall sample sizes. Ideally a Welch's F test would have been carried out as is recommended for One Way ANOVAs which indicate heterogeneity, but this could not be carried out for a mixed between-within ANOVA. Although transformations exist for unequal variances (Log, Square Root and Reciprocal transformations) the ANOVA is arguably a robust enough analysis (Glass, Peckham & Sanders, 1972) which can handle the data correctly even with this violation Field (2013, p.202). For all post-hoc analyses, data from the Games-Howell were reported due to Field's (2013, p.194) recommendation to assume unequal variances.

Outliers are high or low extremes of data points which can affect the data and were ascertained by looking at a standardised residual plot (Pallant, 2001), and for individual variables using a stem and leaf plot. For independent samples tests, normality was checked using Shapiro-Wilk tests, however for paired-samples tests the differences between scores were checked for normal distribution in a histogram showing points concentrated in the centre with each of the sides a roughly similar height (Field, 2013; Pallant, 2001). Due to the nature of the questions asked, the presence of a couple of outliers did not necessarily indicate problematic data. Shapiro-

Wilk tests did not indicate normality for a number of analyses. However, Norman (2010) argues that parametric tests are robust enough to withstand some violations to their assumptions, such as a lack of normality. While consistently using parametric test did not seem correct where this assumption was violated, for mixed between-within group ANOVAs where no non-parametric equivalent existed, the parametric analysis was used.

Interviews and focus groups, thematic analysis and mixed methods

Interviews are one of the most commonly used qualitative research (Bryman, 2008), and social psychology methodologies (Abell, Locke, Condor, Gibson & Stevenson, 2006) and are applicable to a full spectrum of epistemological viewpoints, (Abell et al., 2006; Hammersley, 2003).

Focus groups were a more suitable method of data collection for younger participants as they were arguably less daunting than a one-on-one conversation with the researcher, younger participants may not be as able to articulate their ideas as adults, but multiple inputs with a group setting may facilitate this. To prevent fatigue amongst the younger participants and reduce disruption to the school day, focus groups were limited to one per school and one hour durations. In facilitating the focus groups, numerous recommendations from theorists were followed such as creating a conducive and comfortable set up of the room, and limiting the duration of discussions (Curtis, Roberts, Copperman, Dowie & Liabo, 2004; Kitzinger, 1995). Additionally, Curtis et al. (2004) recommend exploring a variety of different methods of conducting the discussion, developing participants' thinking and helping them make their thought processes explicit, including the use of games and props, and using non-verbal or visual data collection methods. For two questions regarding pupils' experiences of intergroup contact, and opinions on the intervention methods, pupils were asked to

write down their responses before contributing to the group discussions. Individual group members sometimes may not feel comfortable expressing opinions contrary to the popular opinion of the group and may conform to the group norm, despite disagreeing with the opinions expressed. Conformity in group settings is a well-researched psychological phenomenon. Notably, Sherif (MacNeil & Sherif, 1976; Turner, 1992) demonstrated that participants were likely to be influenced by group norms when providing responses to perceptual judgements of stimuli. When asked individually, the range of answers given was broad, but when asked in a group setting, the answers converged towards a group average. Participants became more uncertain about their own ideas and reliant on the judgements of others. Although focus groups are valuable in providing some understanding of the social processes behind perceptions and attitudes, group conformity has the potential to limit topic discussion. For example, in discussions of past contact experiences it was anticipated that in some schools it may be less acceptable to peers for individuals to openly declare that they had intergroup friends, and some participants may have denied existing intergroup friendships due to the pressures of the group setting. Additionally, the researcher did not want to force participants to disclose their community background or information about themselves that could cause them to feel uncomfortable. Therefore, this question was answered by pupils writing down their responses, dropping their responses into a box and then taking and reading a response from the box at random, to ensure all views were heard in an anonymous manner. Interviews were conducted with the adult participants as a particularly advantageous feature of the interview method in contrast to focus groups was the greater assurance of confidentiality (Kitzinger, 1995), as professional issues may be easier to talk about in this setting.

Semi-structured questioning was adopted as both qualitative methods were guided by a defined question set, but not adhered to rigidly to allow flexibility for novel relevant information to be gathered even if this fell outside of the main areas of investigation (Bryman, 2008). A number of key questions were important to cover for all participants, to fulfil the study's main aim of designing and testing the interventions by gathering information on aspects of intergroup relations, to improve intergroup relations, especially when applied to SEP. The order and selection of questions listed in Appendix One varied, allowing the researcher to pick up on additional ideas or alternative understandings raised by participants.

Interviews and focus groups were carried out from a critical realist perspective and a post-positivist epistemology that, quantitative and qualitative enquiry can also each only go so far in uncovering information on a given context' (Bryman, 2008). Orne (1962) highlights that behavioural science experimentation focuses on animate, thinking participants who are able to ascribe meaning to their situation. The physical sciences on the other hand experiment upon inanimate objects and forces. Although the direct application of the physical science model is used successfully in some enquiries, there are others for which this style of investigation is not as appropriate. Within psychological science it should be noted that not only are the objects of study, such as attitudes and behaviour, seemingly created via social processes, but so are the concepts and measurements used to define and study aspects of them. The degree to which these concepts created to aid in the understanding of a phenomena, reflect the phenomena's true nature cannot be known, as the frameworks which allow some understanding to be gained also confine our knowledge of it. Parker (1992) writes that the criteria followed by researchers is influenced to some degree by historical and social factors. For example, traditional methods may be viewed as reliable due to their

longevity rather than actual usefulness. Yet, science's ultimate aim is to explain the processes which occur in the world independent of our experiences of them. Phillips (1990) highlights that there are no ideal sources of investigation. Although an objective reality may exist and belief in reality or 'truth' itself is not disregarded, all sources of information, whether qualitative or quantitative, carry with them the likelihood of erroneous or biased judgements by those investigating them. The use of varied quantitative and qualitative methods accepts that all methods carry certain limitations, but their combined use can allow a varied exploration which overall provides a more thorough understanding. For example the statistical significance of a phenomenon occurring can be used alongside rich detailed interpretation about why it may occur to begin with. Writing about the post-positivist perspective, Guba (1990) highlighted numerous research 'imbalances' which mixed methods can help to address. Utilising quantitative methodology, which aids precision but limits richness, is easily redressed by incorporating qualitative methods. The use of more and varying lines of inquiry should bring the researcher to a better although not complete understanding. Other notable imbalances; 'rigour and relevance,' 'elegance and applicability,' and 'discovery and verification,' all share similar themes of the competition between the necessary limits put on experiments to ensure that credible conclusions can be drawn from results, and ensuring the study is not so tightly controlled that the experiment doesn't reflect the situation at all (Guba, 1990). The latter outcome would prevent generalisation and the possibility of finding new information in the current context. Psychology regularly makes use of qualitative methods, in addition to the quantitative methodology which more traditionally fits the concept of scientific enquiry (Hanson, Creswell, Clark, Petska, & Creswell, 2005; Powell, Mihalas, Onwuegbuzie, Suldo, & Daley, 2008).

Based on a review of the literature, Greene, Caracelli, and Graham (1989) suggest five reasons for combining mixed methods within a single study: triangulation, complementarity, development, initiation and expansion. Those most relevant to this thesis are; triangulation, development and expansion. Triangulation is the use of one or more methods from both quantitative and qualitative approaches, each of which carry particular limitations. However, using both methods in the same inquiry should allow biases to counteract each another, improving the validity of results. In the current research, the intervention studies could only statistically assess the effectiveness of the interventions, but provided little explanation of how and why such effects occurred in this particular context. The qualitative data could not be used to test intervention effectiveness, but could provide rich contextual information on possible reasons for these outcomes. The differing methods may also converge to highlight similar information, providing greater support for conclusions drawn from the data (Greene et al., 1989). Greene et al. (1989) provide the example of using qualitative interviews and quantitative questionnaires on a single subject as effective triangulation.

Mixing methods can also aid in research development, by using the results of an interview and focus group study to inform the design of a quantitative study or vice versa (Greene et al., 1989). Similarly, mixed methods incorporation can also expand the overall research scope. A commonly used structure in evaluation research is the use of qualitative methods to assess the processes behind the program and then using quantitative methods to assess its outcomes (Greene et al., 1989). In the current project, the Interview and focus group study uncovered information to inform the development and design of interventions, and a range of possible intervention outcomes were identified to allow measures to be qualitatively derived. The wider intervention study

then investigated whether the interventions significantly improved the identified variables.

Thematic analysis was used to analyse data gathered in Study One. Braun and Clarke's (2006) paper was the main source of guidance in this analysis due to its prominence and key effort in bringing thematic analysis into wider use. Thematic analysis allows a collection of resources to be investigated for common patterns of meaning ('themes') which provides the researcher with a framework for organising data, while allowing these themes to be described 'in (rich) detail' (Braun & Clarke, 2006, p.7). Although some qualitative methods are tightly bound to particular epistemological positions, thematic analysis is compatible with a range of theories across the epistemological and ontological spectrums, including realism, essentialism, contexualism (critical realism) and constructionism (Braun & Clarke, 2006).

Thematic analysis can also vary to utilise an inductive or deductive approach. Inductive analysis is a 'bottom up' or 'data driven' approach, meaning that themes and sometimes further research questions are allowed to arise from the data alone, without a preconceived theoretical framework guiding the analysis. Deductive analysis, on the other hand is a 'top down' approach based on past theory, or an investigative framework based on the research questions. (Braun & Clarke, 2006). In the interview and focus group study, the overall style of analysis chosen was inductive, however two large themes were pre-specified to ensure that the findings would be of relevance to the research question. The pre-specified categories in the current study related to the 'practical' information about intergroup contact, interventions and the schooling system which was gathered to inform the intervention design, and the intergroup contact effect 'variables' or a lack thereof, which could be used to measure intervention effects. However, the themes which arose to be categorised into each of

these categories were inductively extracted. The mostly inductive analysis was useful for uncovering information relevant to the context which may not have been identified before. Deductive analysis could have limited opportunities to uncover new information for measures and practical considerations of intervention design. Analysis was carried out from a latent viewpoint, involving in depth exploration of the ideas and norms which shape responses (Braun & Clarke, 2006), as opposed to a semantic level analysis which involves less interpretation of the less explicit meanings contained in the data, as the study's purpose was to understand the reasons behind responses regarding experiences and ideas of intergroup contact and school-based interventions.

The qualitative data was investigated according to the two secondary research aims as stated in Chapter Three, designed to aid in answering the overall PhD research question.

Two information categories were also pre-specified to gather 'practical' design information, and relevant 'variables' to be measured, and were addressed by the findings of the current study. An initial analysis aimed to identify relevant measures and practical information to help shape the intervention studies, however due to the PhD time frame only a brief analysis could be carried out in advance of pilot intervention testing. More in-depth analysis was undertaken prior to wider intervention testing to inform the study design, and help to contextualise the findings of the intervention studies.

Conclusion

Where the first two chapters discussed the applicability of theories of indirect contact to school pupils in Northern Ireland, this chapter has defined the project structure required to research these theories and interventions, outlining the selected methods

and analysis. The interlinking nature of each of the studies and how each study addresses the research aims are highlighted, and the chapter also endeavoured to set out the main forms of statistical analysis which will feature in the following chapters, and the justifications for the mixed methodology, with the goal of providing greater clarity for the methods used in the subsequent studies. The first of these studies, an interview and focus group study is detailed in Chapter Four. This study was conducted to gather practical information regarding the current school provision for encouraging contact, and how indirect interventions could be carried out within the school curriculum, and understand the particular intergroup issues affecting young people in Northern Ireland to inform relevant outcome measures for the interventions, and thus addresses all three research sub-questions.

4 Study One: Qualitative Investigation of Cross-Community Contact Experiences, and Proposed Interventions

This chapter outlines a preliminary study of this thesis which gathered information to inform the design of the intervention testing studies. Views, experiences and suggestions of three groups of participants: educational experts, teachers and pupils were gathered in individual semi-structured interview, or focus group settings. This study aimed to understand contact barriers which the proposed interventions could address, and provide a rationale for which of the many measures of contact effects identified in Chapter Two would be included in the intervention studies. In connection to this, the current study aimed to investigate if any contact barriers not previously addressed in the research literature would arise and if new measures needed to be created to fully capture potential indirect contact intervention effects. Additionally, this study aimed to gather information, not present in the available literature, on practical issues to be addressed in applying indirect intergroup contact theories as interventions to improve intergroup contact through SEP.

Hughes, Donnelly, Hewstone, Gallagher and Carlisle's (2010) report on School Collaboration in Northern Ireland notes that quantitative methods are commonly utilised in intergroup contact studies, yet these methods fail to consider contextual

issues which may limit understanding of contact outcomes. The post-positivist epistemological position of this research, has already been provided in the Methodology chapter, however it is worth reiterating the importance of this qualitative aspect. Hughes et al. (2010) highlight Dixon, Durrheim and Tredoux's (2005) critique of quantitative contact research usually focussing upon very specific contact contexts, rather than those which occur in more complex, everyday situations. In contrast, qualitative research can provide rich, detailed information about more realistic contact situations, for example; where contact occurs and the contextual identities adopted. Without first exploring the environment within which contact occurs, conclusions drawn from quantitative work may lack contextual accuracy, ecological validity and depth (Hughes et al., 2010). Measures used in quantitative research contain meanings which researchers may falsely assume as universally understood. Without a qualitative investigation this cannot be known. Connolly (2000) also highlights the value of qualitative analysis in uncovering causes, events, preconditions and processes which underlie division and contact, but which are missed in quantitative evaluations.

This interview and focus group study was therefore planned to feed into the intervention studies by informing the design and ecological validity of the experiments, and the measures to be used in assessing their success, by accessing rich explanatory data on intergroup contact between Catholic and Protestant young people in Northern Ireland. The latter information could also enhance the conclusions which could be drawn from findings of the quantitative studies. This thesis utilised mixed methods. Quantitative intervention testing design was qualitatively derived from the recommendations of this interview and focus group study. Information was gathered on practical design issues, for example by

discussing issues which are already helpful or problematic for intergroup contact, Shared Education (SEP) settings, or any other existing preparatory initiatives for contact. This ensured the best possible intervention versions were tested in as ecologically valid a context as possible.

It was speculated that LLW could be a suitable curricular setting for the interventions to be incorporated within due to their content addressing topics of relevance to intergroup relations and contact. Therefore, the aims and content of this subject were examined, confirming its suitability. More general information relating to facilitating activities from LLW is discussed. Discussion of prior views and experiences of, and barriers to, effective contact provided new evidence to support the use of previously used questionnaire measures to test the interventions' effectiveness. This also allowed the formation of new measures for the wider intervention study to ensure that interventions were tested appropriately in context. The applied nature of this research seemed to necessitate more specific measures of the nuances of intergroup contact than general, laboratory-based experiments.

Method

Design

Semi-structured interviews were carried out with 7 adults. This consisted of five educational experts and two teachers. Two focus groups were carried out with 9 pupils in total; 4 and 5 pupils in each respective group. The researcher assumed the critical realist perspective and a post-positivist epistemology that, an objective reality can exist, yet cannot be wholly perceived, quantified and understood. Thematic analysis was carried out latently and inductively with the inclusion of some descriptive analysis to begin the inductive stage.

Procedure

After completing information and consent forms, the seven adult participants took part in individual interviews, and pupils took part in one of two focus groups of five or six participants, with the researcher. Responses were recorded on a Dictaphone and the researcher took notes to clarify aspects of the data during coding, including participants' gestures. The interviews and focus groups were semi-structured using the interview guides in Appendix One, allowing a range of responses to be given whilst ensuring the main research questions were addressed. There were five different interview and focus group schedules, with questions tailored to the interviewees' experience and level of expertise. These were used to undertake interviews with educational experts, teachers (from schools involved or not involved in SEP) and pupils (from schools involved or not involved in SEP). Educational experts in Citizenship from the Five Nations Network/Western Education and Library Board answered questions from the non-SEP school teachers' section. The main questions asked were those in black type, with supplementary questions (highlighted in italics) for use as prompts. With the overall focus of this research on information relevant to successful school-based indirect contact interventions, Bryman's (2008) recommendation was followed; that having a pre-determined idea of some concepts to be investigated favours a semi-structured approach. A very structured approach to interviewing may impose the researcher's subjective presuppositions on the topics and not accurately uncover participants' true experiences and views (Bryman, 2008). Yet, a totally unstructured framework was unsuitable as this much flexibility may have resulted in only few of the research topics arising naturally in conversation. This semi-structured approach was adopted for both the interviews and focus groups.

Participants were debriefed and given the opportunity to ask questions. Additionally, pupils were provided with a debriefing sheet for themselves and their parents/guardians. The audio recordings were later transcribed fully for analysis.

Results and Discussion

Categories

All transcripts were explored for key concepts and patterns and used to address the two research questions of this study, focusing on practical information or indications of measurable variables, to be used in intervention testing. An initial and more cursory analysis of the data sought to identify material that would usefully inform the development of the pilot intervention study and related mostly to practical considerations, but more time was available to analyse the findings before the wider intervention study allowing the development of new questionnaire measures. The following questions in particular directly investigated contact barriers and benefits which could be respectively reduced and enhanced by the interventions, and provided practical design feedback on the proposed intervention methods, as well as recommendations from existing cross-community work;

Table 8

Key excerpts of question schedules relating to the two main research questions of this study

Group	Questions on contact barriers and benefits	Questions on practical aspects of promoting contact/proposed methods
SEP Experts	What are the main benefits of Shared Education? What are the main challenges of Shared Education? How do pupils generally react to Shared Education classes?	Are pupils prepared for taking part in the Shared Education Programme? Are there any ways schools could better encourage and prepare pupils to take and make the most of SEP classes?
Teachers (non-SEP schools/ SEP schools) and Citizenship educational experts	What benefits or problems do you see with cross community contact? / What are the main benefits and challenges of SEP or cross community contact in general? What do you think would/wouldn't motivate pupils to engage in cross community contact?	(If SEP school) How are pupils prepared for taking part in the Shared Education Programme? (If SEP school) How do pupils generally react to Shared Education classes? (If teacher is involved with LLW or citizenship education) How well do you think LLW prepares children for actual cross community contact? What could be done better?

Group	Questions on contact barriers and benefits	Questions on practical aspects of promoting contact/proposed methods
Pupils	What do you think makes you want to spend time with a Catholic/Protestant person? What benefits are there to this? Have you ever experienced any challenges with spending time with a Catholic/Protestant person? Why? (More physical or psychological barriers?) (If previously involved in SEP) What are your experiences of shared education? Why did you decide to take a class in the Shared Education Programme?	Do you do LLW/citizenship education in school? – What kind of things does it focus on most? Do you think LLW prepares you for meeting Catholic/Protestant people in the future? Why? Which of the following best helps you to learn and develop your own views and ideas; creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Why?

Through initial analysis, extracts were identified and arranged in tables with corresponding interpretations. Later a more in-depth analysis was undertaken to provide information to contextualise and potentially explain findings from the interventions. Themes analysed further broadly retained similar patterns, with some additional detail.

Although the interview and focus group question schedules differed slightly between the pupil, teacher and educational expert participant groups, they were created to explore four common areas of relevance to the intervention studies' design. These included the existence and content of any prior school-based provision for intergroup contact or promoting intergroup relations generally, as this would indicate how well the proposed interventions would sit within the school curriculum, highlighting design issues to note to aid ecological validity. All three groups were able to provide similar levels of insight on this point. Similarly, all participants were asked for feedback on the early designs for the intervention tasks, particularly whether similar activities were already in use and well engaged in within schools. The recommendations could then be considered for these draft designs. Factors which motivate pupils to engage in contact were sought as further potential design considerations for the interventions. Questions were also asked on experiences and outcomes of contact which could be used to measure the success of interventions. On these latter points, the main variation in the responses of the participant groups were that only the pupils from the SEP school who had previously experienced school-based contact could provide a first-hand account of contact outcomes, although all pupils could indicate what would motivate or hinder them from engaging in contact. The adult participants, as teachers and educational experts could provide their past observations of pupils' contact motivators or barriers, and outcomes. While these

observations involved a degree of interpretation which may not have harmonised with the pupils' accounts, they allowed a deeper analysis of such encounters than the pupils were able to provide.

In analysing the responses, the nine transcripts from each of the individual and group sessions, were treated equally, and read through for themes to form two broad categories; contact experiences, and design feedback. The table below sets out how the four areas discussed above fit within these two categories, and how common themes were created from the responses of each group. While it was not necessary for all participant groups to mention a theme for it to be included, the presence of a repeated theme across more than one of the groups facilitated it being noted and analysed more thoroughly.

Table 9

Table illustrating how themes were derived from common area groupings of the question schedules

Categories	Common areas	Participant group	Questions*	Themes
Contact Experiences	Contact motivators/ barriers	SEP experts/ SEP teachers	3./6. How do pupils generally react to SEP?	1. Some young people aren't aware of community divisions or view them as important.
		SEP experts	5. Are there demographic differences in SEP uptake?	2. Culture of offense and argument
			7. Are there any ways you think schools could better encourage/prepare pupils to take part in SEP?	5.Evidence of Cost-Benefit thinking

Categories	Common areas	Participant group	Questions*	Themes
		All teachers/ Citizenship experts	1. Where do you think pupils get ideas about the other side of the community?	
			3./2. What would/wouldn't motivate pupils to engage in contact?	
		Non SEP teachers/ Citizenship experts	2. What benefits or problems do you see with contact?	
			7. What are your views on SEP?	
		SEP teachers	4. What are the main benefits/challenges of SEP/contact?	

Categories	Common areas	Participant group	Questions*	Themes
		All pupils	2./3./5. What do you think makes you want to spend time with outgroup members? What benefits are there?	
			3. Have you experienced any challenges spending time with outgroup members or 4. What wouldn't make you want to spend time with an outgroup member?	
		SEP Pupils	7. Why did you decide to take an SEP class?	
	Contact outcomes	SEP experts/ SEP teachers	3./6. How do pupils generally react to SEP?	2. Intergroup knowledge/ cultural respect aids successful contact

Categories	Common areas	Participant group	Questions*	Themes
		SEP experts	1. What are the main aims of SEP?	4. Intergroup anxiety
			2. What are the benefits of SEP?	5. Intergroup Trust
		Non SEP teachers/ Citizenship experts	2. What benefits or problems do you see with contact?	
			7. What are your views on SEP?	
		SEP teachers	4. What are the main benefits/challenges of SEP/contact?	
		All pupils	2./3./5. What do you think makes you want to spend time with outgroup members? What benefits are there?	
		SEP pupils	1. Do you have outgroup friends?	

Categories	Common areas	Participant group	Questions*	Themes
			2. Are you friends with outgroup members both inside and outside school?	
			6. What are your experiences of SEP?	
Design Feedback	Prior school-based intergroup contact provision/educated	SEP experts	6. Are pupils prepared for taking part in SEP?	1. General recommendations
			7. Are there any ways you think schools could better encourage/prepare pupils to take part in SEP?	
		All teachers/ Citizenship experts	4./3. How much opportunity do pupils have to spend time in contact?	

Categories	Common areas	Participant group	Questions*	Themes
			5./7. How well do you think LLW prepares pupils for contact? What could be done better	
		SEP teachers	5. How are pupils prepared for taking part in SEP?	
		All pupils	5./ 8./ 10./ 9. Does LLW prepare you for meeting outgroup members?	
			2. Where do you get your ideas about outgroup members from?	
		Non SEP pupils	4./7. What does LLW/ Citizenship education focus on?	

Categories	Common areas	Participant group	Questions*	Themes
		SEP pupils	8. Did your school prepare you for beginning SEP? If no, how should they have prepared you?	
	Draft intervention design feedback	SEP experts	8. How do pupils respond to writing/art/drama/ visiting speakers? Which do they learn and engage in most?	2. Differences between intervention methods
		All teachers/ Citizenship experts	6./8. How do pupils respond to writing/art/drama/ visiting speakers? Which do they learn and engage in most?	3. Individual differences

Categories	Common areas	Participant group	Questions*	Themes
		All pupils	6./ 9/ 11./ 10. Do creative writing, art or drama tasks, or visiting speakers help you learn or develop your own ideas best?	

Five themes were identified for Question I on contact experiences and barriers; 'Some young people don't understand or have awareness of community divisions or view them as important', 'Culture of offence and argument', 'Anxiety', 'Trust', and 'Evidence of cost-benefit thinking'. Three themes arose for Question II on providing design feedback; 'General recommendations', 'Differences between the intervention methods', and 'Individual differences'.

Question I. What can participants' general views and experiences of intergroup, and specifically, of the main contact barriers, contribute to effective indirect intervention design?

1. **Some young people don't understand or have awareness of community divisions, or view them as important**

Young people's understanding of divisions between communities may affect their contact experiences. Numerous extracts indicated that pupils may not know or, if

they did know, may not care about these divisions. A Citizenship teacher from an area of high sectarian tension and past conflict described how pupils have little awareness of the political factions in Northern Ireland;

> **Extract 6.03:** '**Teacher G:** I […]was actually shocked[...] A lot of people would perceive that [the pupils] do have a great knowledge of[...] Nationalism, Unionism. Every time I start that topic they ask me 'What is a Nationalist? What is a Unionist?' […]they don't really know the difference.'

It was also claimed that even those pupils aware of different community identities do not view these differences as important:

> **Extract: 5.114:** '**SEP Expert C:** […]the only difference is their religious background, which[...] doesn't seem to be that important to them.'

Yet, numerous extracts also countered the belief that young people weren't aware or interested in intergroup divisions. Some pupils seemed aware of their intergroup identities and further, perceived intergroup differences. In the extract below, pupils involved in contact programmes with two groups found it easier to talk to those from their ingroup, despite a larger geographical distance between their schools, compared to those from a closer outgroup school.

> **Extract 9.21:** '**Pupil F1:** We did [Shared Education] with Catholics from, like, down south, and then the ones from [TOWN A REDACTED], and[...] we could talk to the Catholics[...] down south easier[...] I wouldn't talk to the ones in [TOWN A REDACTED], but I could easily talk to the ones from [TOWN B REDACTED][...] there was no bother, but, like, I'd never met either of them before, but[...] the [TOWN B REDACTED] ones were a lot easier to talk to.

> **Pupil F3:** Probably just because[...] you're aware, like, they're Catholics and we're Catholics. I don't know, it's just[...] just the way it is.'

Some pupils indicated a degree of understanding of the Northern Irish conflict and opinions on the state of intergroup relations;

> **Extract 9.12:** '**Pupil F1:** […]I feel like history has separated Ireland too much, and we should just make peace, and friends, and not fight.'

Additionally, it was highlighted that even where young people are not consciously aware of the past conflict or present divisions, their attitudes and behaviours may still be affected by them.

> **Extract 7.26:** '**Teacher I:** […]Again, these entrenched views […]and it's both educationally, culturally all mixed in together, […]maybe don't realise they have these views, but, I've seen it happen where they just sit… in their own clusters.'

The above extract raised an important practical consideration for the intervention testing, that pupils unaware of the effects of such entrenched views may not accurately reflect their attitudes and behaviours in the self-report questionnaire. Some participants may not designate their community background as Catholic or Protestant, if lacking awareness of these identities, or not attaching any personal value to them. It appeared that the research would benefit from ensuring that questions posed to participants were easily understood, and explanations of any intergroup terms used were provided.

2. Culture of offence and argument

One participant presented the idea that Northern Irish people are prone to arguing, remaining obstinate in their beliefs, and afraid of change.

> **Extract 7.19:** '**Teacher I:** Well I'm in an interesting position, because I wasn't brought up in Northern Ireland. […]So I'm an 'incomer' in that sense [...]one of the things I see is people are afraid of change and I think also people are don't want to admit that maybe they're wrong[…] that people can work together, live together, get on together,'

> **Extract 7.21:** '**Teacher I:** […]I think people are just happy… to be argumentative. […]I think that's a part of the Northern Ireland psyche- where they like to… have their own way, […]no matter what.'

Parallel to this notion, awareness of this argumentative culture seems to prompt individuals to endeavour not to cause any offence to outgroup members. In the following extract, pupils explain how the main aim of classes exploring outgroup culture prior to contact was to create enough awareness of intergroup issues or symbols that may be contentious, to circumvent any potential offence these could cause.

> **Extract 9.60:** '**Researcher:** […]so they taught you a little bit about the community so you knew what to expect, yeah?
>
> **Pupil F4:** Yeah
>
> **Researcher:** [...]what kind of things did they say?[…] 'Maybe don't mention this'[...]

> **Pupil F2:** Sometimes you weren't allowed to wear a certain[...] jersey[...]
>
> **Pupil F3:** When we were going out for the day and we weren't allowed to wear[...] something like that, yeah[…] Like a football-
>
> **Pupil F1:** Oh yeah[…] you couldn't wear[...] gaelic tops or nothing, [...] or Celtic tops and all that.[…]
>
> **Pupil F3:** Just in case they[...] took offence to it.
>
> **Pupil F1:** [...]sometimes people had, like, wee badges on their blazer and they had to take them off. [**Pupil F3:** Oh yeah the fáinnes and stuff] […]here in school[...] one of the boys put tricolours, like, on the top… of one of his, like, designs and he had to take it[...] off in case one of them saw it. […]The teacher told him to take it off[…]'

Although in the above extract the pupils were somewhat unintentionally prompted by the researcher to provide information relating to aspects of identity they were asked to downplay, the detail of the examples indicates that this was a key issue of contact preparation anyway. Even when the researcher asked pupils to describe any other type of 'positive or[…] neutral' preparatory information provided for meeting outgroup members, talk soon turned back to downplaying identity as the most valuable aspect of preparation. The main preparation that pupils believed to be helpful for experiencing contact was being made aware of avoiding potentially offensive topics and symbols. The overall tone of these recommendations is negative, that certain aspects of culture and identity including symbols of sports teams or the Irish language seem undesirable or detrimental to successful intergroup relations. Rather than learning about the value of diversity, this instruction diminishes diversity's presence due to anxiety about its consequences. More will be discussed

about intergroup anxiety effects later in the chapter, but the worry of offending others is a central aspect of intergroup anxiety (Turner, Hewstone, Voci, Paolini, & Christ, 2007c). A divergence in the aims of SEP appears in relation to contact. That is, the 'Ministerial Advisory Group on Advancing Shared Education' states the following aim;

> '[…]promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion,' (Connolly, Purvis, & O'Grady, 2013, p. xiii).

And one of the two main values of Shared Education is;

> '[…]developing the whole child so that they have a strong sense of their own identity and an understanding and respect for others and that they are able to develop a wide range of knowledge and skills to enable them to make a full and positive contribution to building a prosperous, open, diverse and inclusive society.' (Connolly, et al., 2013, p. xiv).

Yet, in contrast, pupils here were encouraged to downplay aspects of their culture. It is, to some degree, understandable why the teachers encouraged them to do so, due to a greater concern about the negative consequences of pupils causing offence, including fights and arguments, than they were perhaps aware or interested in the possible intergroup benefits. Although SEP aims involve the notion of salience, in practice this may not be retained, due to these teacher anxieties. As Chapter One mentions, there can be issues in increasing salience in cross-community initiatives like SEP, but an added difficulty may be if a perceived culture of offence and argument prevents full disclosure of intergroup identities.

It may be useful to understand which, if not all, markers of identity are viewed as contentious, why this is, and whether or not there is a spectrum of controversy on which they fall. McKeown (2013) notes that although group differences in Northern Ireland cannot be distinguished by physical differences between members, the two groups are often identified either symbolically, in the above case by uniforms, and by flags and murals in particular areas, sports clothing representing rivalries like Celtic and Rangers football shirts, or by particular linguistic and social cues. Examples of such cues include; names considered typical of each community (Cairns & Duriez 1976), school attended due to the noted segregation in the education system, accents (Stringer & McLaughlin-Cook, 1985) and faces (Stringer & Cairns, 1983). In the above extracts three main identity markers were mentioned; clothing related to a sports team, Fáinne badges worn to show proficiency in the Irish language, and flags. Although these symbols may not be contentious or threatening by themselves, the associations which they have accumulated, especially in relation to political competition and independence, may cause them to be perceived as such. A revival in traditional Irish language and culture, and a Catholic, Irish Nationalist identity came to be distinctly symbolised by these characteristics in the 1800's (Baillie, 1994; Barritt & Carter, 1972). Symbols can infer a range of meanings. Flags can indicate the acceptance of a particular sovereignty or nationhood (Bryson & McCartney, 1994), and can generate emotional responses, including pride, encouragement, belonging, and celebration for the ingroup, and serving as a warning to hostile outgroups (Bryson & McCartney, 1994). More deliberately emotive and evocative symbols may therefore be viewed as more contentious. Symbology relating to sports teams has the obvious purpose of team pride and support, which may be antagonistic to supporters of other teams. However, within Northern Ireland certain sporting

rivalries, such as between Celtic and Rangers football teams, also largely coincide with Catholic and Protestant community identities (McKeown, 2013). This has caused the rivalry to take on new meaning. Yet, for others the sporting rivalry is paramount and other intergroup identities are of less importance.

The findings also share similarities with Loader's (2015) thematic analysis 'Negotiating difference' from SEP discussions with school pupils. Loader (2015) found distinctions between certain presentations of intergroup difference in contact. Discussions of difference were often avoided actively, as above, or passively as such subjects were never raised, with the primary purpose of not causing offence to the outgroup. Largely, subjects highlighting intergroup difference were said to have the potential to cause offence, and could be viewed as deliberately challenging or confrontational to the outgroup. Numerous contentious topics were mentioned, with some perceived as more controversial issues than others, including; political issues including the flag protest and nationality, conflict between the communities, and the Irish language. These topics were more avoided in intergroup interactions or met with greater feelings of awkwardness and anxiety if raised. Additionally, speaking in Irish while in an intergroup setting was also viewed as taboo, possibly due to not wanting non-Irish speakers to feel alienated by not understanding the language, rather than due to connotations of the language itself (Loader, 2015). Unsurprisingly, this category of more controversial issues includes two of the identity markers viewed negatively in the previous extracts.

Less controversial subjects could be talked about more freely during contact, including religious and cultural differences, including sports and celebrations like St Patrick's Day (Loader, 2015). Interestingly, identity markers relating to sport are here viewed as less problematic, despite their negative treatment in the previous

extracts. Notably, the perception of sports team clothing as a negative identity marker originated from adults. Identity markers relating to sport may not be viewed negatively by young people, and do not carry the same associations as they do for adults.

An argumentative and easily offended culture may not be unique to Northern Ireland, and may only be a perception rather than a reality. Yet, whether a perception or reality, a culture of offense and argument can exert effects upon intergroup relations. Causing offence, being offended or arguing is clearly undesirable, but the fear of causing these to occur also creates its own negative feelings, of awkwardness, avoidance and anxiety towards allowing particular markers of identity to be salient in contact, especially within SEP. Group membership salience has been noted in the literature as having profound effects on contact success. Most teachers and educational experts interviewed reinforced the importance of deliberately raising issues of difference in current initiatives, by highlighting how in previous school-based contact initiatives like EMU, these issues were unhelpfully avoided.

> **Extract 10.117: 'SEP Expert C:** […]The problem was that teachers often avoided all the difficult issues. So they would have avoided[...] sectarianism, and looking at the conflict[...] politics, and[...] cultural identity, and instead opted to… do surface-level contact, which was just bringing kids together […]it was less about exploring cultural identity and exploring similarities and differences[…] that carried on, I think, for the guts of almost two decades.'

Numerous other extracts revealed similar reasons why issues of cultural and political difference were avoided, lest they contributed to the disruption of peace in Northern Ireland.

> **Extract 10.113: ‘Citizenship Expert E:** […]teachers were saying, ‘Well, surely if we teach about sectarianism we’re going to make them more sectarian?’ […]‘Should we be doing this sort of work […]and have we not moved on? I mean the children now don’t know anything much about the troubles, so surely sectarianism is gone?’’

> **Extract 10.201: ‘Citizenship Expert D:** […]two Northern Ireland boys came on and[...] first thing both of them said was ‘Now, I don’t want to get political about this[…] What’s important is to keep talking and[...] to keep the lines of communication open,’ […]to me it felt like what they were saying was that ‘Everything that the conflict here was all about is still up for grabs,’ that ‘There’s no winner, there’s no loser, there’s no sense of the ‘Good Guys’ and the ‘Bad Guys’’[…] the phrase that came into my head was the one that gets bandied around a lot by some politicians here, about ‘political policing’? […]Well this felt like ‘non-political politics’ where they’re afraid […]to talk about the politics in case the whole thing falls apart.’

Loader (2015) noted that even when schools endeavour to address issues of intergroup difference, there can still be avoidance in the level of controversial issues dealt with. Within Northern Irish society there is apparent concern that making political issues salient could be dangerous, as the peaceful situation is perceived as fragile. There is no agreed or settled notion of ‘the Troubles’ history, leaving a situation of competition ongoing. This may contribute to perceptions of a society in which offense is easily taken. Anxiety about causing arguments for fear of restarting conflict appear to be motivation for avoiding issues which make differences

apparent. Not only may certain topics be avoided, but schools may also prevent children who are likely to be disruptive or hold contentious viewpoints from engaging in contact initiatives.

> **Extract 10.147: 'SEP Expert C:** […]the schools themselves selected them[…] there[...] would be concerns about putting your best kids forward, […]or maybe avoiding the difficult ones and going with a good class[…] for fear that they might erupt again, in terms of conflict[…]'

This extract raises an issue with how difficult issues and individuals are dealt with in these initiatives. The selection of 'good' children to take part may only exist at Primary School level, as many SEP initiatives involve shared GCSE and A Level subjects the pupils themselves often automatically select themselves to take part by opting to take a certain class. Nevertheless, in situations where only some children are able to take part in contact initiatives, this type of selection, and avoiding issues perceived as contentious may prevent difficult issues from being made salient. When contact is engaged in, anxiety over causing offence may mean that aspects of culture are hidden reducing the salient learning opportunities that contact requires (Voci & Hewstone 2003). Those with the most extreme attitudes, who are most in need of these learning opportunities, may be avoided. Loader (2015) raised the distinction between, and avoidance of, extreme views in contrast to moderate views, and the individuals who held them. Loader (2015) theorised that if such distinctions were made, outgroup members with more extreme views could be dissociated from the wider outgroup, creating two outgroups. The moderate group would likely experience improved contact effects, but suspicions and negative stereotypes once held for the wider outgroup would remain for the extreme group, who may be avoided altogether. This is problematic as negative implicit associations with

outgroup extremist groups, such as paramilitaries, can predict negative attitudes and behavioural tendencies towards the wider outgroup (Tam et al., 2008a), indicating that attitudes and emotions towards more extreme groups and views must also be addressed to improve wider intergroup relations. Concerns about arguing and taking offense are clearly strongly linked to the concept of anxiety, discussed in the following theme.

Creation of 'Subjects talked about' item

To investigate these issues further, Loader's categories, and those similarly identified in this research were used in the wider intervention study to create new 'Subjects talked about' measures. Baseline scores of these measures were used to determine whether or not significant differences existed between the markers of intergroup difference that pupils are comfortable raising with outgroup members, and whether these match Loader's (2015) suggestions. It was also investigated if these scores significantly changed after the interventions by increasing willingness to discuss intergroup differences. The new measures are listed against the relevant themes below.

Table 10

'Subjects talked about' items relating to subthemes and findings from Loader (2015)

Subtheme from current research/ Category from Loader (2015)	**Item**
Loader (2015) – More controversial	Support for a political party (e.g. DUP, Sinn Fein).
Loader (2015) – More controversial	Being British, Irish or Northern Irish.
Not allowed to draw flags and symbols Loader (2015) – More controversial	Issues like the flag protest
Loader (2015) – More controversial	Past trouble in Northern Ireland
Loader (2015) relating to raising general group status differences, linked to political issues– More controversial	How your community is treated better or worse than their community
Not allowed to wear Fáinne badges Loader (2015) – More controversial	The Irish language
Loader (2015) – Less controversial	Events like St Patrick's day or the Twelfth of July
Not allowed to wear sports team clothing Loader (2015) – Less controversial	Sports and sports teams
Loader (2015) – Less controversial	Religion

3. Intergroup anxiety

Stephan and Stephan (1985) defined intergroup anxiety as concern that intergroup interaction may result in negative psychological or behavioural consequences including embarrassment, awkwardness, being harmed or discriminated against, and negative evaluations by both in and outgroup members. Anxiety was mentioned as an initial contact effect, and numerous reasons for anxiety in contact were identified by pupils who had been involved in SEP, including entering a new and unfamiliar environment and concern about saying something 'wrong.'

> **Extract 9.44:** '**Researcher:** […]how did you feel when you first started doing […]a class or a workshop with someone from a different community?
>
> **Pupil F4:** Anxious[…]
>
> **Researcher:** Why did you feel anxious?[…]
>
> **Pupil F4:** In case you say the wrong thing.'

Although the pupils did not specify what a 'wrong' statement might be, this may be something which unintentionally offends the outgroup, or may simply be a statement which makes their different group identities apparent. Standing out was also mentioned by other participants as a source of anxiety. Catholic pupils expressed that they would not feel comfortable entering a Protestant area for this reason.

> **Extract 9.35:** '**Researcher:** […]when you said that you wouldn't go into [TOWN NAME REDACTED][...] what do you mean?
>
> **Pupil F1:** […]I wouldn't go into it by myself[...] if I was here and then Da would be like 'Would you walk to there?'[...]I just wouldn't go in[...] You just know you're different. Like, you'd stand out.

> **Researcher:** [...]why would you think you'd stand out?[…]
>
> **Pupil F1:** [...]it's just the way[...] the wee Protestant man who lives in [TOWN 2 REDACTED], like, he stands out. Like, he goes into the shop and you can tell that he's different[...]'

Interestingly, the pupils did not appear to have this attitude due to personal experiences of entering outgroup areas and they do not explain why standing out would be negative. However, they discuss their reluctance to enter a predominantly outgroup area due to viewing the experience of a particular man. Although he is claimed to have been identified as an outsider they do not mention how this occurred. 'The way he goes on' could refer to his speech and mannerisms. The main problem appears to be the perceived judgement of him by others. It is acknowledged that the pupils may be particularly anxious about meeting new people, standing out, and sensitive to being judged by others at their age.

> **Extract 2.77:** '**SEP Expert A:** […]at Post-Primary[…] there's a certain degree of awkwardness because… its 13, 14 and hormonal, 'There's people coming into my school[…] I don't like being looked at.''

The fear of standing out explored thus far does not appear clearly linked to any tangible negative consequences from the outgroup, but rather to concerns about being observed and judged, and of negative attitudes arising from intergroup difference salience. However, participants also acknowledged that intergroup anxiety also arose from worries about mistreatment by, and conflict with, the outgroup.

> **Extract 5.43:** '**SEP Expert C:** I've loads […]of, narrative examples[...] from focus groups and interviews with kids about them being frightened about the idea of coming to[...] a new school[...] in the other side of the city[…] and

> being anxious about it and being worried about it[…] 'Are they going to know I'm a Catholic?' or obviously you've got a different[...] uniform on, 'What will they think of me? Will they give me a hard time? Will there be rows? Will we talk about the conflict? Will we fight?' […]and when they get there those things persist[...] for a while, but when we talk to them almost every single one of the kids that I've met[...] the anxiety does reduce, and it normalises, and they talk about being much more comfortable[…]'

Stephan and Stephan (1985) explain that the initial expectation of negative consequences can hinder the potential of contact. It is not clear whether the participant's statement 'those things persist[…] for a while' refers to the actual occurrence of, or anxiety about the potential for conflict. Actual conflict can occur as a direct result of anxiety, as Stephan and Stephan (1985) point out that anxiety intensifies normative behaviour, which may be negative, or in the absence of behavioural norms individuals may react with suspicion, hostility or social incompetence. The previous and subsequent extracts also allude to the fact that within intergroup contact, anxiety tends to diminish over time. As discussed in Chapter Two, discrete contact experiences often increase intergroup anxiety in the short term, but the accumulated effects of repeated contact produce an anxiety-reducing effect in the longer term (Paolini, Harris & Griffin, 2016).

> **Extract 5.37:** '**SEP Expert C:** [...]the kids talk to us about when they first arrived, there's[...] a lot of anxiety with the kids, and over time anxiety reduction.'

This is commonly reported in intergroup contact research, yet seemingly although the negative initial contact effects may be noticed by some children, many are not as aware of how their intergroup feelings and attitudes change over time.

> **Extract 10.171: 'SEP Expert B:** […]the kids probably don't perceive the benefit themself and that's the contact, and that's a change in the attitude to the 'other.' […]and most kids probably don't perceive that actually happening, so they don't see it as a benefit, even though if you point it out them they will probably say, 'Yes, it is a benefit,''

This reinforces the importance of not only making intergroup differences salient so that contact effects can generalise to the wider group, but the importance of making contact benefits, and how anxiety and negative issues have dissipated over time, obvious. The adult participants discussed how school-based contact programmes often incorporate a debriefing or reflective component at the end. As one participant pointed out, without the significance and salience of pupils' experiences being brought into focus, natural realisation of how views and ideas have changed may not occur until much later.

> **Extract 10.197: 'Citizenship Expert D:** […]when I think about my own learning and how my personal views have changed[...] very often, its though off the cuff remarks that people make, it's not through structured interventions, but it's through an individual who presses me or[...] something, almost, random that happens alongside everything else, and it may not click in for years, or maybe even decades later[...] and you reflect back on that experience'

There is overwhelming evidence that intergroup anxiety is a significant issue to be addressed in improving contact success. In the intervention studies intergroup anxiety was deemed one of the most important variables to measure. Imagined and extended contact's effects on reducing intergroup anxiety are well documented (for

imagined contact Birtel & Crisp, 2012a; Husnu & Crisp, 2010; Stathi, Tsantila & Crisp, 2012; Turner, Crisp & Lambert, 2007a; West, Holmes, & Hewstone, 2011, and for extended contact Cernat, 2011; Gómez, Tropp & Fernández, 2011; Mazziotta, Rohmann, Wright, Tezanos-Pinto & Lutterbach, 2015; Paolini, Hewstone, Cairns & Voci, 2004; Turner, Hewstone & Voci, 2007b; Turner, Hewstone, Voci, & Vonofakou, 2008) therefore interventions based on these theories were expected to improve attitudes and emotions prior to pupils experiencing actual future contact.

4. Intergroup trust

Trust is an expectation that another person will consistently act in a benevolent way towards the individual (Yamagishi & Yamagishi, 1994) built over numerous experiences with them (Simpson, 2007). Trust-building is a difficult process with unfamiliar outgroup members. Intergroup trust and the related subtheme of reliability were found to be important in establishing intergroup friendship. In the below extracts pupils were asked to list aspects of friendship. It was pointed out that there can be differing levels of disclosure in conversation with closer friends versus acquaintances. Self-disclosure was identified as a key variable in relation to intergroup trust and intergroup friendship in the research literature. In this sense, greater conversational capacity with friends may involve trust to allow greater disclosure. Sharing confidential information seems to foster greater trust in turn, and closeness between individuals.

Extract 11.41: ‘**Pupil F2:** […]someone who you trust[…]

Pupil F3: You can talk to them[...] it’s the same kind of thing[...]

Researcher: ‘Cause you can talk to them about anything?

Pupil F3: Yeah’

Extract 11.47: ‘**Pupil F4:** […]you trust your best friend over someone that’s just, like, a friend.’

A friend as someone to rely on, especially in difficult times, was a theme brought up by both groups of pupils.

Extract 11.12: ‘**Pupil H3**: Rely on.

Researcher: [...]what kind of things[...] would you be relying on them for?[…]

Pupil H3: To be there for you, even[…] times of stress. Say, like, a family member's passed away and they console ya on it.’

Extract 11.43: ‘**Pupil F4:** Someone that’s there for you.

Researcher: […]what do you mean by that?[...]

Pupil F4: Like, if you’re ever in need of[...] a lift or anything, or[…] if you just need to talk to someone.’

From these examples a reliable person provides help physically or emotionally through listening, providing comfort and advice, providing value to an individual at a cost to themselves. The concepts of trust and reliability contain some similarities, as they require long-term contact to be demonstrated. Multiple opportunities to reinforce these qualities in a wide range of contact situations may also be beneficial,

including within school, social settings, and sport. If contact remains limited to a classroom, and only exists for the Shared subject's duration, for example two A-Level years then 'friendships' may be void of these qualities.

One extract referred to trust in non-friendship intergroup contact situations within SEP.

> **Extract 9.46:** '**Researcher:** […]do you worry that[...] you're going to make friends[…]
>
> **Pupil F4:** I don't really care. '[...]If they aren't bothering with me, I'm not going to bother with them.'[…]
>
> **Pupil F3:** I think you don't, go into it thinking 'Right, I'm going to make these friends.' […]If they're nice and friendly or whatever, you'd sit and talk to them, but I don't think you go in having that mind-set.
>
> **Researcher:** […]Do you think they think the same things? [**Pupil F3:** Yes] Do you think they go in thinking 'Oh, I'm not going to make friends unless they're friendly to [**Pupils F1, F3 & F4:** Yeah] me.'? [...]so what, then, happens if neither person's thinking 'I'm not going to make the first move[...]'
>
> **Pupil F2:** The… teacher'd probably- [**Pupil F3:** Yeah, just, no one moves.] mix you up, put you into different groups.'

The pupils' state that making new friends is not their primary motivation when entering a contact situation. However, they are open to new friendships if outgroup members first demonstrate friendliness, and initiate the interaction. These ideas seem partly dictated by intergroup norms, for example not getting in the 'way' of outgroup

members if there does not appear a mutual interest in interacting. Yet, the extract also indicates that before they would think about putting themselves into a vulnerable situation where they may risk ridicule and rejection, outgroup members need to show positive, reliable behaviour. Therefore, this concept contains similar requirements to trust-building. Problematically, the pupils' are not motivated to proactively engage in contact, even understanding that outgroup members may have the same mind-set as them regarding deliberately withholding positive intergroup behaviour. This most likely results in an impasse unless teachers engineer intergroup interactions.

Imagined and extended contact interventions which can increase intergroup trust (for imagined contact Pagotto, Visintin, De Iorio, & Voci, 2013; Vezzali, Capozza, Stathi, & Giovannini, 2012b, and for extended contact Dhont & Van Hiel, 2011; Tam, Hewstone, Kenworthy & Cairns, 2009; Turner et al. 2007b; and especially when contact was close e.g. Tausch, Hewstone, Schmid, Hughes, & Cairns, 2011) could avert such stalemate situations by creating a greater tendency to trust outgroup members to act positively prior to contact. This theme also indicates the importance of measuring an intergroup trust variable within intervention testing.

The previous extract also prompted exploration of pupils' motivations for engaging in contact, as gaining new friends does not appear a high priority. The next section explores some possibilities.

5. Evidence of cost-benefit thinking

This potential variable is not as much a contact effect, but instead a means of categorising and measuring positive and negative contact perceptions. Therefore, this

theme makes reference to some variables already mentioned, such as intergroup anxiety.

Throughout discussions of various types of contact, both adults and young people evidenced a weighing up of costly and beneficial aspects of intergroup interaction. As in the previous theme, a range of competing motivations of varying strengths can exist when individuals are considering engaging in contact. The balance of these motivations may encourage or inhibit contact. A weighing up of risks and benefits before a conclusion is reached was highlighted regarding intergroup trust in Chapter Two, specifically regarding game theory and the prisoner's dilemma games (e.g. Insko, Schopler, Hoyle, Dardis, & Graetz, 1990), and is illustrated in the following extracts:

> **Extract 2.18: 'SEP Expert A:** […]kids… in the main… probably won't be put off by the fact they've got to go to another school to do [Shared Education] some will[…] but what we have seen is that the vast majority… embrace it[…] its access to subjects they want to do.'

> **Extract 8.37: 'SEP Expert B:** […]If you tell them, 'Well, we're doing Learning for Life and Work and Citizenship and it's because this is about including[...] all of our society in these subjects kids'll understand it. If you say to them, 'We're going to do History because[...] History is a contentious issue in Northern Ireland and[...] there are different opinions on it[...] Or you do Religious Education and while they're[...] in a Controlled school saying, 'This is what Catholics do' you get some of them in a room and say, 'What

> do you do? If you tell kids what it's about, that's fine. If you don't[...] you will have negative reactions[…]'

The above extracts indicate the necessity for the value of contact through SEP to be made explicit. SEP Expert A appears to believe that the young people involved are able to identify the benefits, including greater subject choice, and the costs of SEP, such as having to travel to a new place, and evaluate participation positively, whereas SEP Expert B implies that if the benefits are not clearly demonstrated, then negative, costly aspects may be prominent. Making contact benefits explicit has also been discussed regarding intergroup salience, as pupils are not always likely to perceive benefits, including improvements in intergroup attitudes, without encouragement to reflect. In any case, pupils are presumed to undertake some sort of evaluation of the costs of participating in SEP. For example, going to another school involves: time spent travelling which may be taken out of class or break times;

> **Extract 6.31:** '**Teacher G:** […]some of them probably grew frustrated at travelling. […]and some them who are very academic coming out of classes […]thinking, 'Oh, it's taking me half an hour to get up here and I'm going to have to catch up on that particular piece of work.' […]there will be more respect for it in both schools as well if it was statutory and it was filtered into a timetable.'

some disruption to the day especially depending on the distance to the school;

> **Extract 6.23:** '**Teacher G:** I know that the children did struggle with the whole having to leave school[…] For some schools I'm sure it's not a problem. If you're right beside someone there's a school half a mile down the road it wouldn't be as big an issue[…]'

unfamiliar surroundings, and possible feelings of emotional discomfort or uncertainty without ingroup friends, because of the setting's newness, and the area's unfamiliarity;

> **Extract 8.11:** '**SEP Expert B:** […]They don't necessarily want to go there […]just 'cause kids in general don't like doing[...] anything new or outside the ordinary.'

> **Extract 9.68: 'Researcher:** [...]is there anything that would make you less worried about meeting them?[…]
>
> **Pupil F1:** I think, probably, not having it in the schools[…] instead of having it in their school or our school just have it[…] somewhere different[...]
>
> **Pupil F4:** Neutral environment
>
> **Pupil F3:** [...]the situation matters.'

all of which may be perceived as risks and costs. Yet, benefits of SEP participation outlined in the original extracts (**2.18 and 8.37)** include: access to additional subjects and gaining greater understanding of different views on history, religion etc. These benefits are seemingly accepted as more influential upon pupil attitudes to SEP than costs, as the educational experts claim pupils agree to participation when they are aware of the benefits. Notably, SEP contact costs are present in these initial extracts without any external prompting, which may indicate that costs are more obvious and readily available for evaluation than benefits. This was also reinforced by the difficulty of pupils who had previously taken part in SEP to think of positive

outcomes of their contact experiences when directly asked. With some effort, these pupils were able to identify three positive contact outcomes.

Cost-benefit evaluations of contact can be categorised into four main groups based on the dichotomy between costs and benefits, and between those directly related to experiencing contact, and those which are not, that is: Contact-related benefits, Contact-related costs, Contact-distinct benefits and Contact-distinct costs. These groups were considered as possible measures of the intervention studies' success, with the expectation that the interventions would increase the balance of perceived benefits over costs arising from contact. Therefore, examples of the four categories are provided.

5.1 Contact-related benefits

Pupils who had previously been involved in SEP identified three contact benefits; learning and gaining outgroup understanding, displaying positive aspects of both self and ingroup, and gaining a more positive view of the outgroup. These constitute contact-related benefits as have arisen from the contact situation, and may encourage successful future contact.

5.1a. Learning and gaining understanding of the outgroup

As highlighted in **Extract 8.37** (p.189), gaining an understanding of different views on history, religion, and society, especially those relating to the outgroup, can be beneficial. Even small improvements in knowledge may be helpful in reducing uncertainty and anxiety about future intergroup interactions, and provide understanding of frames of reference for conversation. This understanding may also help by increasing individuals' awareness of contentious issues, although the

subsequent behavioural response — whether such topics should be avoided or not, was dealt with previously. Although one pupil acknowledged 'they weren't that different' these extracts focus mostly upon differences between the groups. In contrast to the value of learning about intergroup differences, participants also mentioned learning about intergroup similarities as a benefit.

> **Extract 9.28: 'Researcher:** When you learnt about people and about their life[...] has it surprised you[…]
>
> **Pupil F3:** […]Yeah, 'cause you, you think that they're really different from you, but they're not that different. There are, like, a few little things, but they're just normal like us.

> **Extract 9.30:** '**Pupil F3:** They're Christians, they're just a different type […]it's only a slight difference-'

This perception of intergroup similarity or 'common ingroup identity' is important as part of contact's process of recategorisation, as discussed in Chapter Two. Perceptions of common ingroup identity mediate the path between equal status, cooperation, interpersonal interaction and supportive norms in contact, and positive emotions toward the outgroup (Gaertner, Rust, Dovidio, Bachman & Anastasio, 1994). A later extract revealed a possible example of how discussion of differences may reveal greater similarity overall.

> **Extract 3.57:** '**Researcher:** Ok, so you're being taught, then, what each community[…] believe and what kind of cultural things that they do[…] is that helpful to know?

> **Pupil H3:** […]It shows they're just like you. I mean, you cut them their blood's going to be red like ours, they're'll not somehow be green goo (Laughs).'

Despite asking pupils the value of learning about cultural differences, the response draws attention to underlying similarities between the groups, in this case perceptions of shared humanness. According to Leyens, Demoulin, Vaes, Gaunt and Paladino (2007) individuals typically tend to attribute more human emotions to the ingroup than to the outgroup which can create negative, prejudicial behaviours towards them (Vaes, Paladino, Castelli, Leyens, & Giovanazzi, 2003). Intergroup contact, however, has been shown to reduce this 'infrahumanization' (Tam et al., 2007). Although it could be assumed that learning more about group differences could increase negative intergroup attitudes, it may be possible that initial perceptions of group differences are more numerous than those that exist in reality. Therefore, greater knowledge of real intergroup differences may reduce this perception. Learning about the outgroup can also be a positive, enjoyable experience in terms of satisfying curiosity about those who are different.

> **Extract 3.29:** '**Pupil H2:** You can find out a bit about their[…] community[…] Like, a Catholic can find out more about a Protestant side, and a Protestant can find out more about a Catholic side.'

> **Extract 1.18:** '**Citizenship education expert D:** […]I think where you create a context for it to happen kids are very often very enthused about it, and I think that's driven partly by curiosity[…] just a sense of wanting to know what 'Them'uns' are like,'

> **Extract 5.91: 'SEP Expert C:** […]The kids really value it[…] when they're doing Shared Maths all year long they are curious about one another, they do want to talk[…] to one another, they do want[...] to know more[...] but they are consumed by Pythagoras's theorems and things like that[…]'

Additionally, being able to satisfy curiosities about places they have never been to, such as different schools or segregated areas, were also viewed as beneficial experiences.

> **Extract 5.38:** '**SEP Expert C:** […]you have kids who[…] say 'Miss can we go to the toilet?' and they'll pick the furthest away toilet they can find, and you'll get two kids in a different uniform who previously may have been anxious, who'll wander round schools just to see what the other school is like[…] that has to be a good thing.'

5.1b. Displaying positive aspects of self and ingroup

Participants highlighted how contact could enhance not just their own self-image, but the overall perception of the ingroup by others.

> **Extract 9.25: 'Pupil F2:** […]even just saying that your friends with someone […]from the other community.
>
> **Researcher:** Ok, why[...] would it be good to say?
>
> **Pupil F2:** […]shows that you don't… [**Pupil F3:** Judge people?] yeah, judge people or[…] you don't care, about their background[...]
>
> **Pupil F3:** That's more for other people to be honest[…] It's not like your life changes, you're going to get, like, a Protestant friend. Like, that wouldn't be

> something that I would, like, want, […]I've anything against them[…] I don't mind. Like, I like the boy in my ICT class[…] he's nice, but I wouldn't go out to find a Protestant friend[…]'

Pupils identified that recognition of their intergroup friendships may imply others acknowledge their tolerant nature. Although pupils are seemingly referring to positive judgements being made about them as individuals, their tolerant attitudes may also be viewed as representative of their ingroup, which serves to further enhance their identity. An individual's self-concept is connected to their wider social identity and therefore their ingroup. Generally this results in individuals viewing their own ingroup, and behaving toward other ingroup members more favourably than outgroupers (Terry, Hogg & White, 1999). The group's success and status reflects back onto the individual's identity, so to preserve self-esteem and illicit positive emotions regarding group membership, individuals may undertake behaviours to enhance the ingroup as a whole (Reicher, Spears & Haslam, 2010). Thus, contact situations may be viewed as beneficial as they offer self-esteem enhancing opportunities to emphasise positive aspects of both individual and group identities, including friendliness and tolerance.

5.1c. Gaining a more positive view of the outgroup and intergroup friendships

Reciprocally, participants noted that the outgroup is also viewed more positively as a result of contact, and intergroup friendship improves intergroup attitudes and produces further contact opportunities.

> **Extract 9.33:** '**Pupil F4:** Makes you more friendly towards other- and gets a good outlook on them. If you're a friend with one of them then you might think differently about them[…] I know people that just won't go near them because they think[...] that all of them are just… bitter, but, […]if you're friends with them[…] you're probably[…] open to[…] being more friendly with them.'

More generally, meeting new people and gaining new intergroup friends were also mentioned as related benefits.

> **Extract 2.12:** '**SEP Expert A:** […]They like meeting different people[…] they like hearing what things are like from different people, and yeah, they make friends[…] a large minority wouldn't have had friends from the different background before the programme and now they say they do.'

> **Extract 7.15:** '**Teacher I:** […]creating friendships that maybe weren't there before[…]'

Meeting new people and forming friendships also creates potential for further benefits, including the possibility of forming romantic relationships, plus being able to share common interests and experiences.

> **Extract 5.57:** '**SEP Expert C:** […]there will be kids who, kind of, cross those borders and[…] in a table full of green uniforms there'll be one blue uniform[…] who wants to have[…] a conversation with the fella she really, really likes and he really, really likes her[…] boys hang together because they've got mutual interests in things and you find that those interests and those commonalities[...] and even differences, are less about… ethnicity and

> less about the conflict and more about just 'What are you into?' 'Oh, I like Facebook[...] Blackberrys[...] X-Box,' and things like that'

Therefore, this benefit could be an especially powerful contact motivator, if perceived by the individual, due to the accumulated positive potential it possesses.

5.2 Contact-related costs

Pupils also detailed a range of costs relating to contact experiences, the most prominent being the loss of emotional comfort, and anxiety about negative reactions. The latter point can be split into concerns about causing offense, and concerns about judgement by both in and outgroup members.

5.2a. Loss of emotional comfort

The contact situation can often involve unfamiliar surroundings, as discussed regarding **Extracts 8.11** and **9.68** (p.166 & 167), but can also involve, at least temporarily, forgoing the social comforts of familiar ingroup friends, and entering a social situation which may make individuals feel vulnerable.

> **Extract 3.84:** '**Pupil H3:** You all stick in a group, you know them as friends[…] you don't know the other people, and it's not because of religion on anything[...]
>
> **Pupil H5:** You feel secure[…] with your friends[...] because you don't know how other people are.
>
> **Pupil H3:** […]you don't know what their personality's like. They might be a bit mean, they might be funny and all that, and it's just the worry, and so you, kind of, stay in that group, but then eventually you[...] might move on. You might start saying 'Hello.'

This cost appears to link with the concept of intergroup uncertainty, especially in not knowing outgroup members' personalities. The pupils quickly pointed out that this concern does not solely arise due to intergroup difference, although the following extracts and **Extract 9.21** (p.169), illustrate that for others this does appear to be a factor. It was stated that awareness of intergroup differences plus uncertainty over how to deal with this can create discomfort in interactions. Therefore, conversing within ingroup friendship groups was preferred due to the familiarity and reliability of conversations regarding shared interests, compared to perceptions of less in common, unsureness of appropriate topics, and fear of standing out as different when interacting with the outgroup.

> **Extract 9.22:** '**Pupil F1:** […]you had to be careful about what you say to them and all, but, like, saying it to Catholics is the same as, like, saying it to one of my friends here in this school who's a Catholic[...]
>
> **Researcher:** Do you see similarities then and maybe you have more in common, or[...] you just don't want to talk about things that are[…] going to be offensive?
>
> **Pupil F1:** I don't find they've more in common[…] Protestants would all be[...] all about this, like, 'Northern Ireland', but then I'd be more southern. Like, I'd talk[…] Gaelic and all and they would've no idea[…] what I'm on about.'

> **Extract 9.49:** '**Teacher:** […]I'd like to know if you feel that would be the case if you were paired with another school from a similar background to you? […]would you feel more comfortable[…]

> **Pupil F3:** I think, yeah you probably would, but at first it[…] would be the[…] same sort of a thing[…]
>
> **Pupil F1:** No, I felt it different whenever we went down to [TOWN NAME REDACTED]. Like, I sat and I talked away at[…] the Catholics down in[…] [TOWN NAME REDACTED].'

As participants indicated that they prefer talking to ingroup members than outgroup members due to greater ease of interaction, intergroup interaction appears to carry with it much greater effort and an element of discomfort. This appears particularly pronounced regarding concerns about appropriate conversation topics, discussed below in relation to concerns about causing offense.

5.2b. Concerns about causing offence

As alluded to in the previous section, and related to Intergroup anxiety and Culture of offence and argument, fear of offending outgroup members can be a powerful contact inhibitor. Notably, many extracts relating to this concern arose from the focus group with children who had already participated in SEP, such as **Extract 9.44** (p.181) and those below which reference 'saying the wrong thing.'

> **Extract 9.18:** '**Pupil F4:** Try not to talk about your beliefs or anything, or[...] what religion you are[…] try not to say the wrong thing around them[…] you don't want them taking offence[…]'
>
> **Extract 3.36:** '**Pupil H4:** […]You might begin thinking, 'Oh he's nice' and then what he said surprises you, or might be a bit mean, or you might accidentally say something mean and kinda all spirals out of control[…]'

The latter extract acknowledges that contact expectations can sometimes not be met. As discussed under Intergroup anxiety this can sometimes be a positive inconsistency, if anxieties and concerns are challenged over time, however, this extract demonstrates a negative outcome. As was established under the Culture of offense theme and in relation to Loader's (2015) work, fears about particular topics arising in conversation can also be greater than others. The main 'cost' of these concerns appears to be the emotional discomfort that navigating intergroup differences can cause (anxiety), yet this could also result in feeling it necessary to change or quash aspects of personal identity so as not to cause offense (avoidance). **Extract 9.60** (p.171) indicated that within school-based contact initiatives pupils were recommended not to talk about certain subjects or display certain symbols so as not to offend the outgroup. In this case, forgoing aspects of identity to avoid the emotional discomfort that would be associated with raising them, could be a 'cost'. Therefore, intergroup contact may generate two simultaneous, but distinct, perceived costs relating to concerns over causing offense; one relating to anxiety and the other to avoidance.

5.2c. Concerns about judgement by others (non-normative behaviour)

In numerous extracts, the views and reactions of others were cited as contact inhibitors. Both in and outgroup reactions were important, and, as would be expected for this age-group, friends were the primary ingroup members whose opinions held influence.

> **Extract 3.34:** '**Pupil H3:** I think getting a bad view from your friends who might hold a prejudice against the other community.'

> **Extract 3.50:** '**Pupil H3:** If they've[…] a friend who's been really influenced by the media and their family[...] their friend might go 'Oh don't, don't go anywhere out with him, he's from the other community. He's bad news. He's, he's with them. He's with this. He's doing this[…] they start to feel that they can't really be friends with them[…].

As implied by the previous extracts and stated explicitly below, judgement was typically viewed as a negative influence.

> **Extract 7.09:** '**Teacher I:** […]peers would have a big influence on them[…] unfortunately… in a negative way.'

Family was also mentioned as a major influence on engaging in or avoiding contact.

> **Extract 7.01:** '**Teacher I**: Home. I would say a lot of it comes from the home and… the way they're brought up.'

> **Extract 3.48:** '**Pupil H3:** […]our parents[...] and the other side's parents would have lived through 'the Troubles' they've both seen how much war with each side costs, so they'll start saying the bad things about… the other community[...]
>
> **Pupil H5:** I never hear good things about other sides, always the bad.
>
> **Pupil H4:** Yeah.
>
> **Researcher:** It's always bad?
>
> **Pupil H2:** Mhmm, about everyone else[…]

Pupil H5: 'Cause it always comes out first.'

Children could also ignore views from their family in favour of their peers' actions, or weighed up against a stronger opposing cost of being left out of activities.

> **Extract 6.08:** '**Teacher G:** […]some people refuse to [participate in SEP], […]depending on their own circumstances[...] some families have[...] suffered because of the Troubles, […]and you have to respect their views and they didn't want children to participate[…] they just said, 'We don't want our child to be involved.' […]one child really wanted to […]but maybe that contradicts what I said about family, because obviously that hadn't passed on to that child because they wanted to participate[…] but I don't know whether that was because all of their peers were taking part and they felt left out[...]'

Certain motivations and influences may be stronger than others regarding contact, and in this case the influence of peers and social norms appear more influential contact motivators than family disapproval is an inhibitor. Yet, family was repeatedly mentioned as the biggest influence on intergroup relations, possibly because opposing family viewpoints could mean having to distance oneself from an important component of personal identity.

> **Extract 7.13:** '**Researcher**: […]overall with all these different influences, do you still think home, then, is the most important?
>
> **Teacher I:** […]possibly, yes, because those are the people that they're with[…] You do look at your own family and it's hard to… break away from your own family and[…] those ties.'

Additionally, wider ingroup reaction was key to individual's willingness to engage in contact and especially in intergroup friendships. In some cases the wider community

was implied to be intimidating, although the degree to which this inhibited contact varied by area and individuals' susceptibility to intimidation.

> **Extract 7.35: 'Teacher I:** […]for some of them, it may be the first time they've talked to someone from another community […]even though where they live might only be two streets away […]they just wouldn't ordinarily mix, or they would be very careful about who they're seen with, because it might have repercussions, but then you get some people who don't care what other people think and will do whatever they want anyway.'

> **Extract 4.22:** '**Citizenship Expert E:** […]deep in the heart of Creggan community[…] where there's dissidence activity, and things like that going on. […]that influence of the community could prove to be a barrier in the future.'

> **Extract 7.38:** '**Teacher I:** […]she did tell me at one point that she lived… Cregagh I think it was at the time, and someone she was very friendly wi- […]lived in the Short Strand […]now sometimes they did find somewhere neutral to meet up […]because… there was that tension… that, if they were seen together, one or other would know 'Well hang on. You don't live round here. Where are you from?''

In each of the segregated areas mentioned (Creggan in Londonderry and Short Strand in Belfast being predominantly Catholic areas, and Cregagh in Belfast being predominantly Protestant) the community opposition to intergroup contact, or to outgroup members being brought into the area may inhibit contact completely, or if it does occur, individuals may face costs of rejection, dissatisfaction or more extreme

consequences. Although the negative consequences of engaging in contact were not fully explained, the phrase ‘repercussions’ and references to dissident paramilitary groups infer that intimidation and violence may occur, and at the very least that outgroup members would not be welcomed to the area.

Concerns about outgroup judgement mostly related to reduced confidence and ability to break social norms, as numerous references were made to pupil worries about ‘standing out’ and ‘doing something different’ by engaging in contact.

> **Extract 7.31:** ‘**Teacher I:** They have to have confidence in themselves, […]and teenagers may appear quite confident, but some of them aren’t[…] they’re really quite scared about stepping out and doing something different,’

> **Extract 9.57: ‘Pupil F4:** […]I was talking to some boy, sitting beside me, but we missed work and I was trying to say something to him[…] and he was[...] not saying nothing, and I could hear two people behind me, they were, like ‘Aw look at’- don’t know what his name is- say, Ben[...] ‘Aw look, Ben’s made a new friend’ and they just turned round to me, I was just, like (sarcastically) ‘Alright, no bother’ and then they[...] didn’t know that I’d heard them, like and they were just, like ‘Oh sorry![...] We didn’t mean that there in a bad way’[...], and I[...] took that offensively, like, but… I don’t know if they meant it in a bad way or anything.
>
> **Researcher:** So they were, maybe, just, like surprised that […]someone actually’d […]talked to him. Maybe […]if people aren’t really talking to each other, it does seem like a big deal[...], but do you think that would encourage other people to, to try and talk[...]
>
> **Pupil F4:** (Tuts) Probably not.

Researcher: No?

Pupil F4: No, well not in my class anyway.'

When Pupil F4's behaviour was commented on by outgroup members as unusual, this caused the pupil to feel conscious of their actions. It can be understood how, for some, this type of reaction may cause embarrassment and inhibit future contact. Importantly, as prior extracts indicate, such reactions affect individuals to differing degrees. Interestingly, Pupil F4 did not feel that observing their attempted interaction would encourage others to engage in contact, as extended contact studies would suggest, possibly because this particular interaction was not viewed as positive contact. When asked about their motivation to create new friendships when entering intergroup situations some pupils stated that they would only do so if outgroup pupils first demonstrate friendliness, which may also relate to concerns about negative reactions.

Extract 9.46: 'Pupil F4: You're almost, like '[…]If they aren't bothering with me, I'm not going to bother with them.' […]Don't get in each other's way.

Researcher: Ok. Does everyone agree with that?[…]

Pupil F3: Yeah. [**Pupil F1:** Yeah. Sure-] I think you don't go into it thinking 'Right, I'm going to make these friends. I'm going to do this.' Like, if they look- If they're nice and friendly or whatever, you'd sit and talk to them, but I don't think you go in having that mind-set.'

The influence of norms, for example, only making an effort to approach outgroup members if they demonstrate friendly or approach behaviour first, may be stronger

than the perceived benefit of gaining new friendships. It was pointed out to pupils that this mind-set may result in a stalemate situation where neither group wants to break norms and approach the other first. Despite understanding the problem which this mind-set may cause, and having identified some benefits to engaging in contact, participants still stated that they would be uncomfortable breaking these norms. Therefore, this cost may be one of the strongest influencers in individuals deciding whether or not to engage in contact.

5.3 Contact-distinct benefits

Benefits which do not relate directly to experiencing contact but resulted as a byproduct were also mentioned, especially by the adult participants. The main contact-distinct benefits arising from SEP in particular were gaining access to a wider range of school subjects, plus new experiences and resources.

5.3a. Increased subject choice

In many cases, pupils who participate in SEP do so to access subjects not offered at their own schools.

> **Extract 2.15:** '**SEP Expert A:** I think for the kids, particularly if you're looking at GCSE and A Level age, it's about choice. […]'I wanted to do GCSE Engineering and I could do it by going to a different school.'

> **Extract 8.38:** '**SEP Expert B:** […]If you allow them to have choices of subjects that they wouldn't otherwise have, they're very positive about it[...] They have no problem at all. If you say to a typical A Level student, 'You

> want to do 4 AS Levels[…] we can give you these three, but we don't have enough to do that fourth one, but […]You've just got to walk over there to do it.' You don't have any problem at all, because they understand[…]'

The final extract exemplifies how the costs, including the hassle of going to another school, and benefits, including getting to do the subject they want, may be weighed up by the pupil, and how their conclusion will be in favour of contact if the value of participating is emphasized to them.

5.3b. New experiences and resources

Alongside increased subject choice, school-based contact provides opportunities for other educational benefits, including experiencing aspects of the curriculum related to intergroup differences within LLW/Citizenship, History, Religious Education and Government and Politics as in **Extract 8.37** (p.189) and below.

> **Extract 6.11:** '**Teacher G:** What would motivate […]them? When they're getting something out of it. […]when it's actually beneficial I think they enjoy it a whole lot more, and it encourages them[…] So whether it be, like, a trip and getting away[...] even just educational[...] when we're joining together[…] 'Yeah I actually learnt something there today''

SEP can allow greater resources to be accessed by sharing or having greater collective prerogative to access further resources and facilitate varied activities and trips. Aron and Aron's (1986; as cited in Aron et al. 1991) self-expansion model details that gaining these extra resources can benefit the individual by helping them to achieve their own goals. This may increase the perceived importance of contact, as van Dick et al. (2004) explain that contact, particularly intergroup friendships can allow outgroup resources, perspectives, and characteristics to be gained by the

individual, as is the case in these extracts. For example, below the participant explains how access to computer equipment in another school and the opportunity to learn how to use it for filmmaking and engineering was a motivator for pupils to enter SEP.

> **Extract 2.110:** '**SEP Expert A:** '[…]This school's offering a six week course in film making and they've got all the Apples, all the gear. They've invited us to use it. Let's go use it, it'll be really cool.''

> **Extract 2.126:** '**SEP Expert A:** […]at post-primary ICT was huge[…], engineering's huge, whereby you can get kids… involved in things that are fun, computers and laser-cutters and 3D printers[...] It's relevant to what you want to do as a kid.'

Getting to experience new activities and take part in trips was also stated as a benefit of such contact programmes.

> **Extract 1.19:** '**Participant D:** […]young people enjoy going away with each other on residentials or going to new places together, and no matter who you take, bring a bunch of young people together and they'll have a great time, and very often they will say things like, 'That changed my life,'[...] they'll really talk it up.'

> **Extract 6.10:** '**Teacher G:** […]they love going on trips, and getting out and[…] at the same time, some of them do [enjoy] getting to do the activity work as well.'

5.4 Contact-distinct costs

The main contact-distinct costs which arose from SEP were the time, effort and disruption to the day required to take part. **Extract 6.31** (p.190) explained that pupils may lose time from classes or break times, and **Extract 6.23** (p.190), that there could be considerable distances between schools. Yet, in most cases these costs were either offset by other contact benefits, or could be minimised with good planning.

> **Extract 2.18:** '**SEP Expert A:** […]kids… in the main… probably won't be put off by the fact they've got to go to another school to do it- some will […]but what we have seen is that the vast majority… embrace it[…] its access to subjects they want to do.'

> **Extract 2.84:** '**SEP Expert A:** […]most of them don't enjoy the process of having to get there by being on the bus because […]they think that they're wasting their time, but if you've got a timetabler who's sensible that doesn't really happen so much.'

Again the importance of emphasising contact benefits, and mitigating the costs are likely of great importance to whether individuals decide to engage in contact, and its subsequent success. As already mentioned, the contact costs may be more readily thought of, and therefore if contact is not perceived as beneficial, such as by having an expectation of friendship formation or accessing greater subjects, individuals may instead focus on negative points, such as being time-consuming and effortful.

Creation of Cost-benefit item

From this theme, a new variable and corresponding questionnaire items were created so that the most commonly perceived contact costs and benefits could be gauged, and investigation carried out on upon which aspects are dominant. The interventions were expected to make contact benefits more salient in pupils' minds and therefore increase the balance of benefits against costs which should motivate further contact. This is detailed in the next chapter, but the new measures involved participants picking three of the following thoughts which best summed up their feelings when thinking about talking to someone from the Other community. They are listed against the relevant themes below.

Table 11

'Cost-benefit' items relating to themes and subthemes

Theme	Subtheme	Item
Contact-related benefits	Learning and gaining understanding of the outgroup (and addressing curiosity)	E. I am curious about them and the way they live.
	Displaying positive aspects of both self and ingroup	D. I am a friendly person (or I want to be) so I will be friendly to people from any group.
	Gaining a more positive view of the outgroup and intergroup friendships	B. I could make a good friend and I don't want to miss out on that.
Contact-related costs	Loss of emotional comfort	C. I feel happier in my friendship group, than going to try to talk to them.
	Concerns about causing offense	F. I am too afraid of saying the wrong thing and offending them or showing differences between us.

Theme	Subtheme	Item
	Concerns about judgement by others (non-normative behaviour)	H. I am worried about what they will think of me, or what my own group will think of me.
		A. There is no point because we will never be close friends.
Contact-distinct benefits	New experiences and resources	G. Meeting different people helps me know more about the world and brings new opportunities.
	Increased subject choice	As this related specifically to SEP it was not included as an item
Contact-distinct costs	Time effort and disruption	As these related specifically to SEP they were not included as an item

Question II. What can participants' views on the proposed intervention methods contribute to effective indirect intervention design?

1. General recommendations

Initial plans for the intervention research included more active imagined contact methods, incorporating creative writing, art or drama activities to reinforce imagined contact. An extended contact intervention was devised to be presented as a talk to a group of pupils from an older peer, about positive intergroup contact. These methods are fully explained in Chapter Five. However, the use of creative writing, art, drama activities, and talks by visiting speakers or older pupils were methods already utilised in schools for other purposes. To gain an understanding of the practical benefits and constraints of each method, and how these methods might lend themselves to the transmission of indirect contact effects, participants were asked to provide general feedback on their prior experiences of these methods. In some cases the use of these methods to aid the discussion of intergroup issues naturally arose. This information was analysed in full before the pilot Intervention Study was carried out, to allow this information to inform its design.

Overall, the use of active learning methods was found to be familiar and enjoyable for both pupils and teachers, which supported this method of incorporating the interventions into the existing school curriculum. Their use was further supported by examples of similar activities being previously used successfully. Additionally, the ability of active methods to successfully engage pupils was highlighted.

> **Extract 6.44:** ‘**Teacher G:** […]that is what Learning for Life and Work is meant to be, it’s not sitting down reading a book[…] because[…] you’ll be faced with, like ‘What is the point of this?’ and I will continually state the point is that you’re building skills and capabilities[…] the main thing is

> […]communication skills, 'Talking and Listening,' [...]confidence, just getting[...] up and speak and debate with other people.'

In order for interventions to be provided a fair chance to demonstrate their effects, pupils needed to engage with them fully. This extract indicates that the use of active methods, or at least alternatives to passive methods like reading should engage pupils much more and demonstrate greater value to them. Additionally, this teacher highlighted the ability of active methods to allow social interaction skills to be practiced and provide confidence-building opportunities. This point may share particular relevance with the proposed imagined contact interventions which allow participants to develop and rehearse cognitive scripts of positive intergroup contact (Husnu & Crisp, 2010), and in the case of the Drama intervention, allow these to be physically rehearsed which may further increase contact confidence.

Regarding the appropriate way to deal with discussion of intergroup identities and issues, one SEP expert recommended that pupils should not be put in a position where they would have to disclose their community background to their peers as some may feel uncomfortable about doing so.

> **Extract 4.95:** '**SEP Expert E:** We never ask them the questions from their point of view[…] It's always from the point of view that somebody that they're representing […]as a group, […]therefore it depersonalises it, and it's always in that public voice, […]whether they then give of themselves is a very, very different matter, […]they're speaking on behalf the individual, (Taps desk) society, (Taps desk) or government. (Taps desk) The questions, when they're asked, are public […]so that nobody's put on the spot.'

This was not an issue for the extended contact intervention as only the speaker, who was comfortable with sharing their experiences, did so, but in the imagined contact interventions pupils would be asked to write, draw or act scenarios involving themselves meeting an outgroup member, which may therefore communicate their own background. The intervention design was altered to circumvent this issue and allow pupils to instead depict representations of particular group identities while maintaining a degree of anonymity regarding their own identities. Pupils would be asked to create a fake name and character which was 'them' in an imagined contact story, artwork or drama so their own identity would not be disclosed to their peers, but personally they would be aware of which identity represented was their own.

Both pupils and teachers emphasised that personal differences could influence which intervention methods prove effective.

> **Extract 9.83:** '**Researcher:** […]which one, […]would you say is the best?[…]
>
> **Pupil 3:** It depends on the situation, depends on the person[…]
>
> **Pupil F4:** I don't think we're ever going to agree[...]
>
> **Pupil F3:** Everybody's different[…]
>
> **Researcher:** There's no, like, 'One size fits all'
>
> **Extract 6.43:** '**Teacher G:** Every child[...] is different[…] and they all have different learning styles. […]it's about having, I think, personally, a range, so that you're meeting all of their, their needs[…] One child will think 'Yeah! This group-work is absolutely fantastic and I don't mind getting up and speaking' Whereas another child, that is the most frightening thing[…] in the

> world for them, but you do have to try and develop those skills as well. […]it's just having a range[…] so that they all are engaging in it.'

Therefore, a variety of activities were necessary to meet a range of individual needs and preferences. Although this research aimed to find the most successful method of encouraging intergroup contact, it is noted that all methods may have some merit, and the influence of individual differences, that is, the results could vary by the sample tested, should be acknowledged as a limitation of the research. Discussions of the methods provided information on their key differences, and individual differences in activity preference.

2. Differences between the intervention methods

The main differences between the methods identified by the participants mirror the discussion of indirect contact methods in Chapter Two, namely the differences between the ease of recall, and the provision of new information which imagined and extended contact respectively allow. Chapter Two noted that the vividness of the imagined contact scenario mediates the positive relationship between imagined contact and behavioural intentions, as vivid imagined contact creates more elaborate behavioural scripts which have greater speed of recall (Husnu & Crisp, 2010). Positive comments on creative-writing tasks included their ability to enhance memory and recall of factual information.

> **Extract 9.78: 'Pupil F3:** 'Cause it's your own words, like[…] They need the facts, but then you can, like, interpret it in your own way[…] and then make a story about it[…] You can remember it like that[…] better perhaps.

However, drama was identified as being a superior method of reinforcing material for recall, and particularly useful for practicing real life social scenarios.

> **Extract 9.69:** '**Researcher:** […]what one do you think is the best?
>
> **Pupil F4:** Acting it out[…] we done a … thing up in Health and Social Care[...] it was about[…] a client[…] one-on-one scenario[…] it taught you about, like, the proper positioning and eye contact and[...] don't give a diagnosis whenever you're standing up, or if it's too close or of the room's too warm or everything[…] So, like, we'd to act it out […] and it just made you… really aware of, like, how it affects your learning[…]
>
> **Researcher:** […]so otherwise, if you hadn't have acted it out you would have just been given a list?[...] 'This is what to do' and 'This is what not to do.'?

Pupil F4: Yeah

Researcher: So that helped it get in your head, because…

Pupil F4: It just stays in your head, 'cause I remember acting it out perfectly, like, and if I just read it off a sheet then probably wouldn't half go in […]I'd have to read and read and read it, like, over and over again.'

Pupil F4 mentions a range of specific details about their practiced scenario including; positioning, eye contact, being seated or standing, proximity and the influence of the environment. Within an intergroup imagined scenario the elements requiring particular focus may be more general; the 'positive' nature of the interaction and the feeling of being 'relaxed and comfortable' as is typically written in imagined contact instruction sets (Crisp, Stathi, Turner & Husnu, 2009, p.5), rather than adhering to prescribed body language as is the case above. Nevertheless, being able to rehearse some of these more detailed physical aspects could create greater awareness and ability to manage them within future contact. For example, through rehearsal a participant may identify a level of comfortable personal space, or think about avoiding unfriendly body language which could improve future intergroup interactions. Rehearsal is also likely to increase self-esteem and confidence in social scenarios, as Stern (1983) found in drama and role-playing tasks for language learning. Again, these additional details may enhance the vividness and recall of behavioural scripts to a greater degree than writing. As was discussed in Chapter Three, the 'enactment effect' demonstrates acting out a concept can aid recall of it better than verbal or visual methods (Mulligan, 2013), and the process of 'embodying' positive emotions during imagined contact can increase positive

intergroup attitudes (Bilewicz & Kogan, 2014). This enactment may be a novel and powerful method of imagining contact.

Interestingly no comments were made by participants on the degree to which art projects aid recall, but the literature previously reviewed revealed that pictures are often better remembered than words (e.g. Paivio & Csapo, 1973), and that the emotional quality of images may make them easier to remember. Therefore, these discussions of recall imply that methods other than the traditional writing task of imagined contact may exert stronger effects, providing rationale for the hypothesis that the Drama activity would be the most effective of the imagined interventions and the Art activity the second most effective, due to enhanced vividness aiding ease of recall of positive attitudes and behavioural intentions.

The statement 'They need the facts' in **Extract 9.78** (p.218) indicated that no new facts can be gained from individual thought, and would need to be provided before writing tasks could be undertaken. As demonstrated by this and the extracts below, the imagined contact tasks, and the writing task in particular was viewed as individualistic, involving only the views and opinions of the individual, rather than learning about others' perceptions.

> **Extract 3.91:** '**Pupil H1:** […]creative writing[…]its only really giving one opinion[…]'

> **Extract 3.95:** '**Pupil H5:** Creative writing[…] It's not a good way to communicate new topics[…] it is one-sided. You can't really… get new information out of it.'

Listening to a talk, as the planned extended contact intervention activity would incorporate, was viewed positively, as it can facilitate the transfer of new views and information.

> **Extract 9.70:** '**Pupil F3:** 'Listening to a talk'[…] 'cause I prefer, like, know the facts about something before actually acting out. Like, for some, like, background knowledge of it, and then I would, like- more of an idea of how to act it out. So that would, like, come after[…] listening to a talk.'

This is an unsurprising finding as one of extended contact's main mechanisms of creating positive attitude change occurs through the observation of 'Positive ingroup exemplars' who allow the transmission of information about outgroup members which can then reduce intergroup ignorance and prejudice (Wright et al., 1997). To enhance the usefulness and elaboration of these scripts, it was decided that pupils would swap, and read or view work produced by their peers from the imagined contact tasks such as the finished stories or artworks. Although this does constitute a level of information transfer not typical of imagined contact, pupils' expected lack of sustained direct contact experience suggested this would include little new information about outgroup members, but provide greater concepts for elaboration. Yet, the presence of this topic within the discussion of the activities suggests its importance, and therefore provided a rationale that the Peer talk would be the most effective intervention, due to new information-transfer.

3. Individual differences

Individual differences likely to influence the success of the interventions were; the degree of enjoyment the activities provided the pupils, and the level of ability they were perceived to require. Creative writing had the least positive comments overall, criticised as being time-consuming, which could make both pupils and teachers reluctant to engage fully in it. Notably, this criticism was absent for the art and drama tasks although they had the potential to take equally long. The other source of criticism for creative writing was the level of academic ability it required.

> **Extract 6.48:** '**Teacher G:** Or writing[…] if I have a[...] child who's really good at English and top band class, they might be more into that particular aspect, whereas some classes[…] it doesn't really work with[…] so they will do it[…] but the other kids will 'Yes I love doing that' and then others won't.'

Teachers expressed concern that students with limited abilities may not enjoy the task, which could limit their engagement with its subject matter. Concerns about the barriers of artistic ability and confidence were also shared for art activities.

> **Extract 9.76:** '**Pupil F4:** […]if you're not good at drawing[...] and there's other people in the class that are good at drawing, like, you're probably[…] feel embarrassed[…]'

Although it was noted the enjoyment of such tasks were not dependent upon ability and generally previous use of art was discussed positively.

> **Extract 6.46:** '**Teacher G:** […]They love making out posters and, […]the 'I'm not the most artistic person in the world,' [...]those who aren't, art isn't their favourite subject, they would all still engage in it.'

An advantage of art activities is that they arguably require less academic ability than writing activities.

> **Extract 9.74:** '**Pupil F1:** I put drawing it as my best[…]
>
> **Researcher:** Ok, why's that?
>
> **Pupil F1:** Because it just gives you, like, a chance to put everything down on the page, but you don't have to know how to word it or nothing. Like, you can put anything down just in a random spot[…]
>
> **Researcher:** Ok so you don't have to word it[…] and you don't have to, sort of, set it out, in a certain way?'

The pupil in the above extract implies that art involves fewer boundaries, rules to be followed, less language ability required, which may make the activity more accessible for a wider range of pupil abilities, and possibly benefit from higher levels of enjoyment. However, other participants felt that the often less structured nature of art projects could be confusing and frustrating for some pupils.

> **Extract 9.75:** '**Pupil F3:** Yeah me. I'd hate that. I don't like drawing and if it's all messy I just won't, like[…]
>
> **Researcher:** So it's all messy, so it wouldn't help you keep it into your head in[...] a structured way? [**Pupil F3:** Yeah].'

On the recommendation of multiple participants, to provide prompts for those pupils who may struggle with the writing tasks, and add structure to the art and drama tasks, a detailed instructional framework for imagined contact was provided via a worksheet breaking the task down into two parts. Participants would be first asked to imagine and write, draw or act their first meeting with an imagined outgroup

member, and then complete the next part of the task focusing on an imagined opportunity for intergroup cooperation. A list of prompting questions was also to be provided.

The main barrier to the success of the drama task was thought to be confidence, for both teachers in facilitating role-plays, and pupil ability and confidence to perform the role-play, especially in front of others.

> **Extract 9.80**: '**Pupil F3:** You might not be a good actor[…]
>
> **Pupil F2:** You might not, like, want to get up in front of people.'

> **Extract 6.45:** '**Teacher G:** […]in terms of the drama, I would regularly do it. Some people love it, some people hate it[…] for instance, I had a wee second year in class there yesterday… all of them jumped up, could not wait[…] they were the most enthusiastic class ever[…] However, if I tried to do that with another class, I know fine rightly it'd be 'Oh no Miss! No, no, I don't want to get up!' [...]So it's, its knowing the class, and knowing the students[…] and whether they're going to engage in it.'

A Citizenship expert recommended it be emphasised that role-plays are not about acting ability and that its success may be aided by a detailed framework, and question pointers. Detailed lesson plans and worksheets were expected to alleviate this somewhat, but individual differences in confidence were likely to remain influential.

Listening to a talk was viewed most positively as it does not require a high level of ability to engage in, and was noted that visiting speakers were generally liked, and

engaged well with by pupils due to their novelty. Yet, as listening to a talk is a passive activity, some pupils thought it boring, especially if they would have to listen to more than one speaker on a single occasion.

> **Extract 3.89:** '**Pupil H5:** […]if someone was talking[…] you might lose your concentration or you get bored[…]'

> **Extract 3.94:** '**Pupil H3:** […]with speakers, if they sit and talk and talk and talk then the people who are listening can switch off, and they're like 'He's been talking forever, please make him stop,' […]they can get very bored.'

Alternate concerns were also expressed that if only one speaker's viewpoint was conveyed this may transfer biased information. To keep the interventions within a limited timeframe, it was decided a single speaker would be involved, however they were provided a sheet of instructions for constructing their talk which aimed to ensure their portrayal of contact was realistic, not avoiding difficult issues, but was positive in tone overall.

These considerations provide a rationale that the Writing tasks would exert the weakest effects due to lower engagement and enjoyment, especially by pupils with less academic ability. The Peer talk appeared to again be likely to exert the strongest effects on this basis.

Contribution of Interview and Focus group study to intervention testing design

The analysis described in this chapter presents numerous recommendations for the intervention design. A key aspect of these recommendations was the identification of outcome measures to test the effectiveness of both the imagined and extended contact interventions on SEP contact. Thematic analysis provided support for the

inclusion of variables already noted in the contact literature, including intergroup anxiety, intergroup trust and the frequency and diversity of previous contact experiences. Some variables set out in the literature review were not identified in their entirety, but key aspects of overlapping variables were noted in the analysed themes. For example, between the variables intergroup anxiety, and intergroup uncertainty. The importance of measuring likely intergroup behaviours, especially approach behaviour was supported by the theme of avoidance, as it appears likely that initial intergroup behaviours are likely to show considerable room for improvement. New variables of 'Subjects talked about' and a cost vs benefit assessment of intergroup contact were also identified.

This study also investigated participants' views on the proposed intervention methods. The use of active learning methods was found to be familiar and enjoyable for both pupils and teachers, supporting incorporation of these methods for the interventions. Although the research aim was to find the most successful method of encouraging intergroup contact, to enhance the success of SEP, it was noted that each of the methods had merit, and that the results may vary by the sample of pupils tested. Teachers extolled their benefits, including the ability to encourage critical thinking and develop skills of social interaction, which could lend themselves to intergroup contact work by providing pupils with skills to think critically about societal norms, and by allowing the creation of behavioural scripts through imagined contact. Active learning methods were also reported to encourage greater pupil engagement in activities, and make the value of the lesson more apparent to pupils. Plans for all interventions also incorporated opportunity for reflection on their value afterward. For extended contact this was a structured group task where pupils discussed the five most important things they had learnt from the talk. For imagined contact a list of prompts was provided to

help pupils with their scenarios, but which also were designed to aid reflection on the scenario, for example, 'How did you feel spending time with this person? Did your feelings change from the start to the end?' The imagined contact tasks incorporated a reflective assessment task where pupils marked each other's imagined stories, artworks or role-plays which also aimed to emphasise the value of the imagined contact.

General recommendations on using active learning methods were summarised as follows. For imagined contact interventions, care would be taken not to directly ask participants to reveal their own intergroup identities or views in a group setting in case this created discomfort. Pupils were asked to create a fake name and character to represent themselves in the story, artwork or drama. The pupils acting out their dramas combined their original imagined scenarios in pairs and agreed upon which character — and therefore community — each pupil would portray.

Writing

The writing task received positive comments relating to enhancing the recall of factual information, which the literature notes as an important process of imagined contact (Crisp, Husnu, Meleady, Stathi, & Turner, 2010). They were inferred as less challenging than other tasks, and a more accessible method for less confident teachers. However, this method received the least positive comments overall. Negative comments noted that this method could be time-consuming, and more dependent on pupil academic abilities than other methods. Writing was viewed as individualistic, involving only the views and opinions of the individual, rather than learning about others' perceptions. A suggestion to address this flaw, was for participants to swap, read, and mark their peers' work so that ideas could be shared. This was also incorporated in the Art and Drama tasks.

As it was highlighted that writing tasks are often aided by a detailed framework or examples, it was planned that pupils would be given a worksheet breaking the story task down as well as a list of prompting questions. The task divided into two parts, writing about their first meeting with an imagined outgroup member, and then writing about an imagined opportunity for intergroup cooperation. This was also provided for the Art and Drama tasks.

Drama

Drama appeared to be the favoured method, for which few negative points were raised. Positive examples were provided of the previous use of drama to explore issues of intergroup difference and segregation. Drama was highlighted as a useful method for practicing real-life social scenarios. Participants also felt that acting out a concept, rather than just writing about it, could aid the memorisation and recall of information. The use of drama appeared to compliment the findings of previous imagined contact studies i.e. the more vivid, elaborate, and accessible in the mind that behavioural scripts for contact are, the greater ease and speed of recall (Husnu & Crisp, 2010), and the easier it becomes for the individual to engage in positive contact (Crisp et al., 2010). Therefore, rehearsing behavioural contact scripts physically may further enhance their vividness, elaboration, and accessibility, and bolster their effects.

Some concerns were raised about the barriers of ability and confidence to this method, regarding both the teachers facilitating role-plays, and pupil ability and confidence to perform role-plays in front of others. It was suggested that emphasising that role-plays are not about acting ability, and providing a detailed framework, question pointers, or examples to work from could aid its success.

Art

The previous use of art in the classroom was discussed positively. The main strength of this method discussed was that art does not require thoughts and viewpoints to be articulated or worded. Therefore, the method may be useful in expressing abstract and complex concepts such as intergroup attitudes and emotions. Its previous use was discussed as being especially valuable in symbolising and understanding aspects of intergroup identity and commonality. The lack of linguistic skill needed in completing art tasks could make it a more accessible task for those with less academic ability. Although the enjoyment of art tasks were also mentioned as not being dependent upon artistic ability, there were some concerns around barriers of ability and confidence. Participants thought the often less structured nature of art projects could be confusing and frustrating for some pupils, but the current research aimed to alleviate this issue by providing worksheets and prompts.

Peer talk

Again, the previous use of this method was discussed positively, especially as it allowed transfer of new views and information. Visiting speakers were mentioned as being liked, and engaged well with by pupils due to their novelty. It was noted that listening to peer talks was a passive activity which some pupils may find boring, especially if there was more than one speaker. On the other hand, having only one speaker's viewpoint may transfer biased information. As intervention timeframe was limited, only a single speaker would be involved, but the speaker was provided an instruction sheet so the portrayal of contact was positive in tone, while not avoiding difficult issues.

Teachers noted that the organisation and practicalities of visiting speakers could sometimes be difficult, and varied perceptions of the activity's relevance by school could reduce institutional support for this method. In the intervention detailed lesson plans would be provided highlighting the underpinning features of the Northern Ireland Curriculum. (2007); 'Thinking skills and personal capabilities' including 'Thinking, Problem-Solving and Decision-Making,' and 'Working with Others'. This aimed to make the benefit of each activity explicit as making the benefits of direct and indirect contact known over its costs could be a key way of increasing institutional support.

Conclusion

This chapter's purpose was to discuss data gathered from an interview and focus group study to aid in understanding of intergroup contact through SEP in Northern Ireland, and informing the planned intervention studies. This has been done by highlighting the thoughts and views of individuals directly involved and connected with school-based contact and intergroup relations work, whether through SEP or curricular LLW. The data provided further support for previous studies on the psychological bases of contact motivations and barriers, including intergroup knowledge, culture of offense and argument in relation to discussions of intergroup differences, intergroup anxiety and intergroup trust. The data also uncovered the novel issue of preoccupation with the costs of contact over the benefits. These findings informed some of the measures utilised in the intervention testing study.

Suggestions for the intervention testing design were also gained from the current study, for example, that some pupils lacked knowledge of intergroup differences, which meant questionnaire items used to measure changes in attitudes would need to

utilise simple wording, and explanations of intergroup terms would need to be provided beforehand. Additionally, it was found that the imagined contact tasks would likely be aided by structured guidance including detailed instructions and prompts. Feedback on the proposed methods also provided an indication of which activities were most likely to produce effects due to differences in pupil ability and enjoyment, and how well they could aid recall and provide new information. These considerations were incorporated into the intervention testing studies detailed in the next chapter.

5 Studies Two (Pilot Intervention Study) and Three (Wider Intervention Study): Applying School-Based Imagined and Extended Contact Interventions to Improve Future Intergroup Contact

The overall purpose of this thesis was the design and testing of theories of imagined and extended contact as interventions to reduce prejudice and encourage contact between young people in Northern Ireland, specifically through Shared Education. Intergroup contact theory (Allport, 1954; Pettigrew & Tropp, 2006), proposes that bringing two distinct groups to interact together can reduce intergroup prejudice and conflict. As the background chapters have discussed, since the 'Troubles' ended there have been numerous initiatives aimed at promoting peace and positive relations in the country, especially within education. In spite of these efforts, segregation and intergroup tensions remain present in Northern Ireland (Jarman, 2005; Balcells, Daniels & Escribà-Folch, 2016). Shared Education ('SEP') in Northern Ireland has

already been successful in improving intergroup relations between young people (Hughes, Donnelly, Hewstone, Gallagher & Carlisle, 2010), but still holds much potential. Part of the reasons for the limited success of SEP are issues with ensuring the optimal conditions of contact within the programme (see Chapter One), as contact needs to involve equal status, opportunities to cooperate, common goals, and institutional support (Allport, 1954). Often, even where the contact initiatives are being implemented, young people prefer not to engage with those from the other community, and can 'self-segregate' (Al Ramiah, Schmid, Hewstone & Floe, 2015; McKeown, Stringer & Cairns, 2015). Intergroup anxiety can also hinder intergroup contact, with concerns intergroup interaction will lead to negative psychological or behavioural consequences and judgement by in and outgroup members (Stephan & Stephan, 1985). Indirect contact has been explored as a potential solution to self-segregation and intergroup anxiety.

Indirect contact, such as imagined and extended contact does not involve physical intergroup interaction (e.g. Dovidio, Eller & Hewstone, 2011). Imagining contact with an outgroup member can create similar prejudice-reducing effects as experiencing actual intergroup contact (Crisp & Turner, 2009; Turner, Crisp & Lambert, 2007a). Extended contact is knowing that a member of one's ingroup has experienced positive intergroup contact can improve intergroup attitudes (Wright, Aron, McLaughlin-Volpe & Ropp, 1997). Despite the wealth of intergroup contact research, especially within Northern Ireland (e.g. Al Ramiah, Hewstone, Voci, Cairns, & Hughes, 2013; Paolini, Hewstone, Cairns & Voci, 2004; Tam, Hewstone, Kenworthy & Cairns, 2009; Turner, Tam, Hewstone, Kenworthy & Cairns 2013a), indirect contact theories have been overlooked in programmes aimed at improving the Northern Irish intergroup situation, despite their demonstrated success within segregated settings. Given the

contribution of SEP, the effects of school-based indirect contact interventions on encouraging successful SEP contact were examined in the wider intervention study.

As imagined and extended contact interventions have not been successfully tested within Northern Irish schools, no contextually applicable research existed to consult on the choice of measurement variables and design characteristics. Therefore, practical design issues and the relevant variables to measure were investigated in a literature review, interview and focus group study, and other research into curriculum and methods. The recommendations of the interview and focus group study can be found at the end of the previous chapter, and design considerations from the literature are outlined below.

Measures

While some variation existed between the reported effects of direct, imagined and extended contact numerous key variables were identified as measures of the planned interventions' success. The literature review identified positive and negative intergroup attitudes, intergroup anxiety, intergroup trust, behavioural intentions, self-disclosure, inclusion of other in self, intergroup empathy, intergroup uncertainty, intergroup knowledge, and common in-group identity. This list was narrowed down for the wider testing study through the results of the pilot study, detailed later in this chapter.

Representative design, curriculum applicability and pupil engagement

Literature review considerations and other research into curriculum and methods are detailed in full in the intervention design section of the Methodology chapter (p.93-119), but are summarised below.

Table 12

Literature review considerations for intervention design

Considerations	**Imagined Contact**	**Extended contact**
Ensuring task instructions are easily understandable.	X	X
Appropriate timing	X	X
Utilising familiar tasks and skills	X	X
Utilising a range of active learning methods.	X	X
Incorporating reflection on the value of the tasks.	X	X
Encouraging vividness and elaboration.	X	
Peer assessment of how well tasks were completed.	X	
Utilising the effect of 'near peer role models' (Murphey & Arao, 2001).		X

Pilot intervention study

The pilot intervention study followed the main pre-post intervention design of testing the effects of indirect contact interventions on a range of intergroup attitudes, within a Northern Irish schools setting. This pilot study was undertaken with a smaller sample than the wider intervention study, in one school, to allow any practical difficulties to be identified, and to streamline the study's design prior to undertaking the wider intervention study. Streamlining was required for the scale of the questionnaire and the number of interventions to be tested.

Initially a large battery of intergroup contact measures were included in the pre-post intervention questionnaire, as listed in the methods section. As versions of each of these items had been used to measure direct and indirect contact effects in a wide range of previous studies, they were all of relevance to investigate in the current context. However, length of the questionnaire seemed excessive, especially for the age-group involved, therefore it was decided that only the variables which demonstrated improvements would be included in the wider intervention study. The pilot intervention study also investigated whether the language and phrasing used in the items would be easy for this age-group to understand, as this could restrict the wider intervention study's success. Any comprehension problems were recorded by the researcher or teachers to be subsequently re-phrased or excluded.

Only the interventions which showed significant improvements on some of the variables, (or if multiple interventions were successful, whichever two demonstrated significant improvements on the most variables) would be taken forward for the wider intervention study. This strategy was designed to simplify the final study, and to ensure the sample would not be spread too thinly over many groups, improving the

potential power of the analysis. The pilot intervention study allowed the practicality of the interventions to be checked, for example; whether task timings were realistic, what extra information needed to be provided, how well pupils appeared to focus on and enjoy the tasks. These observations then informed practical improvements to be made to the interventions for the wider intervention study.

Wider intervention study

The primary aim of this study was to test the effectiveness of imagined and extended contact interventions on improving intergroup attitudes and behaviours of Catholic and Protestant pupils in Northern Ireland. The study especially focussed on improving SEP success, but wider testing was carried out on the interventions to assess their general effectiveness for Northern Irish pupils. The main differences between this study and the pilot intervention study were a larger sample, extending the age-range of the sample by one year, and the additional investigation of the interaction of intervention and school type.

Hypotheses

Pilot intervention testing

Hypothesis 1 (H1): Pre-contact interventions will improve attitudes towards intergroup contact outcomes for all pupils.

To test hypothesis one (HI), an interaction effect was sought between time (T1 and T2) and intervention groups, wherein the intervention groups should demonstrate significant improvements upon contact outcome variables compared to the control group.

Additionally, it was anticipated that if H1 was met, differences between the effects of the interventions would be investigated, to determine which intervention was most successful. Where more than one intervention produced a significant improvement on a variable, the effect sizes would be used to judge the more successful intervention.

Wider Intervention Testing

H1: Pre-contact interventions will increase the effectiveness of intergroup contact outcomes for pupils in the shared education programme.

To test H1, an interaction effect was sought between time (T1 and T3) and intervention groups, wherein the SEP intervention groups were expected to demonstrate significant improvements upon contact outcome variables compared to both the SEP and non SEP intervention control groups.

It was also planned that if H1 was met, exploratory analysis would investigate differences between the effects of the interventions, to determine which intervention was most successful in improving intergroup contact outcomes for pupils in the shared education programme.

Hypothesis 2 (H2): Pre-contact interventions will improve attitudes towards intergroup contact outcomes for all pupils, both those with and without expectations of future intergroup contact.

To test H2, an interaction effect was sought between time (T1 and T2) and intervention groups, wherein the intervention groups should demonstrate significant improvements upon contact outcome variables compared to the control group.

Additionally, it was planned that if H2 was met, differences between the effects of the interventions would be investigated, to determine which intervention was most successful. Where more than one intervention produced a significant improvement on a variable, the effect sizes would be used to judge the more successful intervention.

Pilot intervention study

Method

Design

This experiment followed a 4x2 mixed independent measures and between groups (over two time points) design. There were intended to be five conditions (IVs) overall; a Control group who received no intervention, three imagined contact intervention groups, and an extended contact group, but due to teacher error one condition was not followed. The three imagined contact groups were planned to reinforce the imagined scenario by writing a short story (Writing group), creating a piece of art (e.g. poster or comic strip) (Art group, omitted due to aforementioned error), or, in pairs, devising an idea for a role-play, based on the imagined scenario and then acting it out for another pair of pupils (Drama group). The extended contact group listened to a talk by an older peer about their cross-community experiences. Measures of attitudes and behaviours towards the out-group (DVs) were assessed by questionnaire (Appendix Two) before and after each intervention.

Participants

A detailed participant breakdown is provided in the Methodology chapter (p.107). The total number of participants who completed both surveys, and were either Catholic or Protestant (N=8 and N=63 respectively) was 71. Participants were all female Year 9-11 (aged 12-15) pupils from 5 classes in a secondary school in Bangor, Co Down.

As participant community background dictated which participants remained in the sample for analysis, the spread of pupils across the different activities varied; 25 pupils completed the Writing task, 15 pupils completed the Drama activity, 21 listened to a Peer talk, and 10 pupils were in the Control group.

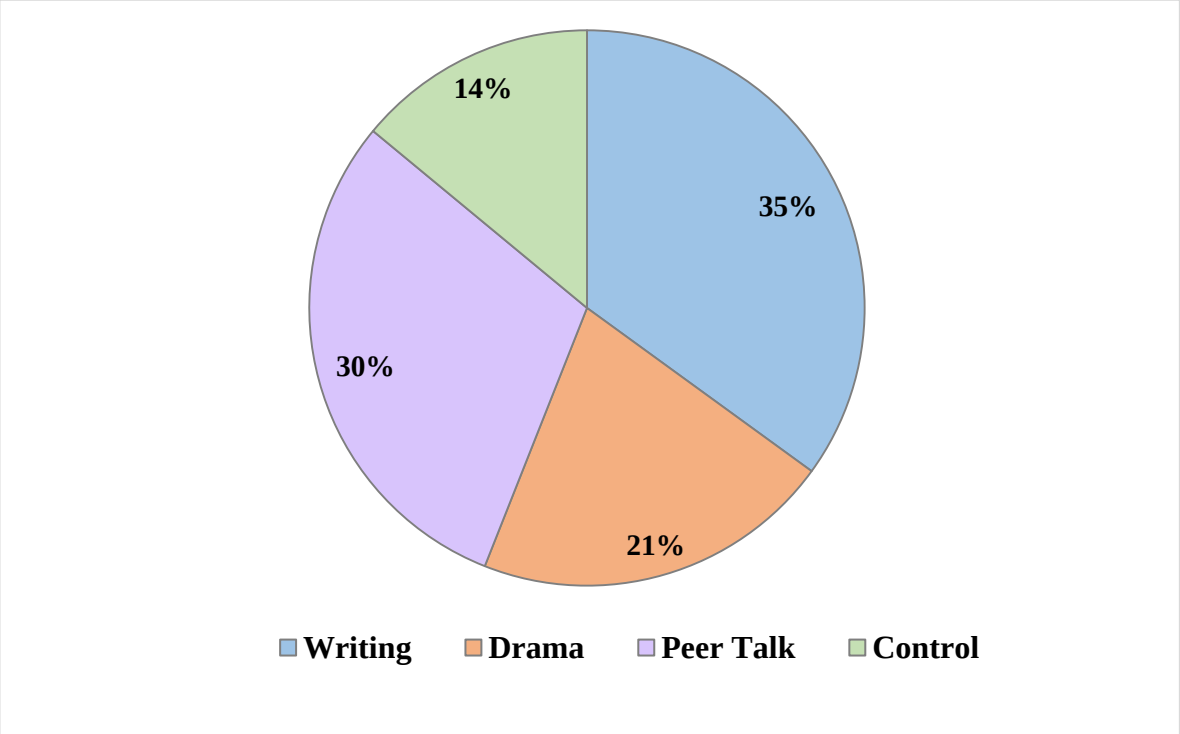


Figure 5: **Pie chart indicating percentage of pupils in each group (Pilot)**

Materials and questionnaire

For this study, computer based questionnaires (Appendix Two) and Activity Plans for teachers outlining the procedure for each class were provided (Appendix Four). Before the main analysis, normality tests, exploratory factor analysis and Cronbach's alpha analysis were performed on the items so that reliable mean scores could be calculated and mean scales created based on the findings from validity and reliability analysis (Appendix Three).The pre- and post-intervention questionnaire was adapted from past research as follows. Where the examples state 'OUTGROUP' this was replaced by variations of 'Catholic' or 'Protestant' as relevant.

Demographic information

Demographic information was gathered with items used by Hughes, Campbell, Lolliot, Hewstone, & Gallagher (2013). This included whether the pupil had a Disability, received Free School Meals, their Community, Religion, Parental Religion (whether both parents were of the same religious background), Political viewpoint, Ethnicity, Nationality, Teacher name and Class name.

Intergroup contact

The intergroup contact items were based on those used in the same longitudinal study as Hughes et al. (2013), with an added measure of extended contact. Five items were included in the scale. T1 Intergroup contact Cronbach's $\alpha = .91$, and T2 Intergroup contact Cronbach's $\alpha = .95$).

e.g. How many people do you know from OUTGROUP community?

None	One	Two to Four	Five to Nine	Ten or More
1	2	3	4	5

Contact frequency and quality

The contact frequency and quality items were drawn from Tam Hewstone, Kenworthy and Cairns (2009), Voci and Hewstone (2003). Nine items were included in the contact frequency scale (T1 Contact Frequency Cronbach's α = .91, T2 Cronbach's α = .95,) and two in the contact quality scale (T1 & T2 Cronbach's α = .94).

> **e.g. How much do you see people from the OUTGROUP community at school?**
>
> **Not at all** **A great deal**
>
> 1 2 3 4 5 6 7

Explicit out-group attitudes

Turner, Wildschut, and Sedikides (2012), highlight Eagly and Chaiken's (1993; in Turner et al., 2012) assertion that attitudes have affective, cognitive and behavioural aspects. To simplify the survey for this age-group, only affective and behavioural attitudes were measured by action tendencies, as described later, and affective attitudes measured by an attitude thermometer used in Haddock, Zanna and Esses (1993), Lai, et al. (2014), and Paolini, Hewstone, Cairns, and Voci (2004),

> **e.g. Using the feeling thermometer describe how warm or cold you feel towards the OUTGROUP community overall:**
>
> **Cold** 0_____100 **Warm**

an ingroup-outgroup preference scale from Lai, et al. (2014),

e.g. I strongly prefer OUTGROUP I strongly prefer INGROUP

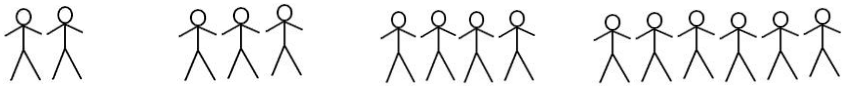
-3 -2 -1 0 1 2 3

an adaptation of Williams, Best and Boswell's (1975), Preschool Racial Attitude Measure II previously used in this context by Cameron and Rutland (2006); Cameron, Rutland, Brown and Douch (2006); Cameron, Rutland, Turner, Holman-Nicolas, and Powell (2011b), but in an adapted format based on Abrams, Rutland, and Cameron (2003), also used in Cameron and Rutland (2006), (the latter was formerly used for checking outgroup homogeneity, but in this case to determine the difference between in and outgroup attitudes),

e.g. Choose the picture which shows how many ingroup/outgroup members you think are…

Good

None Some Half Most All



and bipolar word scales (Paolini, et al., 2004; Turner, Hewstone & Voci , 2007b; Turner et al., 2012; Voci & Hewstone, 2003; West & Turner, 2014; Wright, Aron, McLaughlin-Volpe, &, Ropp, 1997).

e.g. Using these opposite scales describe how you feel towards the OUTGROUP community overall:

Disgust Admiration

1 2 3 4 5 6 7

The 'action tendencies' used to measure behavioural intentions originated in Mackie, Devos, and Smith (2000), which included measures of intended outgroup confrontation and avoidance. Tam, et al. (2009), added another category of approach measures. Turner, et al. (2012) and West and Turner (2014), used only the approach and avoid categories. Approach behaviours more relevant for younger children were also included based on Cameron and Rutland (2006); also in Vezzali, Capozza, Giovannini, and Stathi (2012a); Vezzali, Capozza, Stathi, and Giovannini (2012b); Vezzali, Stathi, and Giovannini, (2012d).

e.g. I think if I came across an OUTGROUP member I would want to…

Avoid them?

Very much **Not at all**

1 2 3 4 5 6 7

The attitude thermometer was a single item scale, whereas general intergroup attitudes had four items in the scale, out vs in-group positive attitudes and out vs in-group negative attitudes had twenty two and twenty items respectively, and the avoidant and aggressive behavioural scales had three items each.

Table 13

Results of Cronbach's Analysis for Intergroup Attitude measures

Variable	Cronbach's α Time one	Cronbach's α Time two
Attitude thermometer and General Outgroup Attitudes	Cronbach's α = .87	Cronbach's α = .83
Positive Outgroup Attitudes	Cronbach's α = .96	Cronbach's α = .99
Positive Ingroup Attitudes	Cronbach's α = .96	Cronbach's α = .98
Negative Outgroup Attitudes	Cronbach's α = .98	Cronbach's α = .97
Negative Ingroup Attitudes	Cronbach's α = .98	Cronbach's α = .99
Out vs In-group Preferences	Cronbach's α = .99	Issues with T2 combined scales
Intergroup Avoidant Behaviour	Cronbach's α = .99	Issues with T2 combined scales
Intergroup Aggressive Behaviour	Cronbach's α = .91	Issues with T2 combined scales

The attitude and behaviour scales had been split into positive and negative scales, so Negative Intergroup Behaviour variables were reverse coded for increasing scores to reflect increasing negative behavioural tendencies. The Out vs In-group Negative Attitudes scale already reflected this.

Out-group trust

As explained in Hewstone et al. (2005; 2008), the outgroup trust variable was developed from Brehm and Rahn's (1997) paper which involved trust as an aspect of social capital. The trust measure is also used in Tam et al. (2009); Turner, et al. (2012) and partially in Turner et al. (2007b). There were seven items in the trust scale (The T1 Intergroup Trust measure showed issues with the interpretation of the direction of the scale, but the T2 Intergroup Trust Cronbach's $\alpha = .94$).

> **e.g. How much do you agree or disagree with the following statements about the OUTGROUP community?**
>
> **I can trust them when they say they are sorry**
>
> **Strongly Agree** **Strongly Disagree**
>
> 1 2 3 4 5 6 7

Intergroup anxiety

The intergroup anxiety item was originally derived from Stephan and Stephan (1985), but is also used in Paolini, et al. (2004); Turner, et al. (2007a); Turner et al. (2012); Voci and Hewstone (2003), and partially in Turner, Hewtsone, Voci, Paolini and Christ (2007c). The intergroup anxiety scale had six items (T1 Intergroup Anxiety Cronbach's $\alpha = .92$, T2 Intergroup Anxiety Cronbach's $\alpha = .84$).

e.g. Imagine being put in a class where you were the only pupil from your community in a class of OUTGROUP students. How would you feel?

Awkward

0	1	2	3	4
Not at all	**A little**	**Some**	**Quite**	**Extremely**

Self-disclosure

The self-disclosure variable was based on Turner et al. (2007b), and is also used in Vezzali, et al. (2012a). The self-disclosure scale consisted of two items. (T1 self-disclosure Cronbach's $\alpha = .83$, T2 self-disclosure Cronbach's $\alpha = .91$).

e.g. Would you tell a OUTGROUP person about an exciting secret?

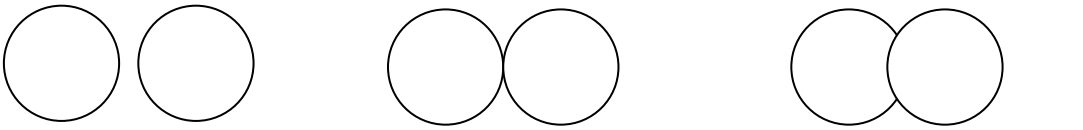
0	1	2	3	4
Definitely not				**Definitely**

Inclusion of out-group in the self (IOS)

The single item IOS measure originated with Aron, Aron and Smollan (1992), but is also used in Turner et al. (2007c); Turner et al. (2012); Cameron, et al. (2006); Vezzali, et al (2012b); Wright et al. (1997).

e.g. Now please think about your relationship with OUTGROUP in general. Imagine that one circle represents you and one represents all OUTGROUP people. Describe how close your feel to OUTGROUP people right now by circling the picture which best describes your relationship with OUTGROUP people

1 **2** **3**



4 **5** **6** **7**

Common in-group identity

The single common in-group identity item was based on Turner, et al. (2012).

e.g. To what extent do Catholic people and Protestant people feel like members of the same group?

1 2 3 4 5 6 7

Not at all **Very much**

First choice

The four first choice items were based on the first play choice measure of Houlette et al. (2004). However, pictures representing each group were not included for these options, as Catholics and Protestants in Northern Ireland do not visually differ ethnically, without the use of cultural symbols on clothes, which have potential to elicit leading negative reactions. (T1 First Choice Cronbach's $\alpha = .88$, T2 First Choice Cronbach's $\alpha = .86$).

e.g. Which of these pupils would be your first choice to talk to on a school trip?

Ingroup	**Outgroup**	**I don't mind**
1	2	3

Empathy

The two empathy items (the same question asked regarding in and outgroup members) was based on the 'Sharing.' measure in Houlette, et al. (2004).

e.g. Would you offer to share your sweets with AN OUTGROUP/INGROUP pupil?

No	**I don't know**	**Yes**
-1	0	1

Measures of prejudice

The prejudice scale was based on Liebkind and McAlister (1999), who derived their measures from sources such as Kleinpenning, and Hagendoorn's (1993) four racism scales. The prejudice questions followed the structures denoted in this paper,

although the titles given to each of these sections are not the same, as reasons for prejudice may differ between racism and sectarianism. Items; 1-8 related to societal segregation often associated with biologically based racial prejudice,

e.g. It would be great if there would be more pupils from the OUTGROUP community in school.

Strongly Agree **Strongly Disagree**

1 2 3 4 5 6 7

9-12 to cultural prejudice or 'ethnocentrism,'

e.g. Members of the OUTGROUP community should try to become as much like the INGROUP as possible, even if it would mean that they have to abandon their own language and culture.

Strongly Agree **Strongly Disagree**

1 2 3 4 5 6 7

13-15 measured sensitivity to causing offense or 'discriminatory behavioural intentions,'

e.g. If I get mad, I may sometimes call a OUTGROUP person bad names referring to his/her religion or community.

Strongly Agree **Strongly Disagree**

1 2 3 4 5 6 7

and 16-18 related to societal prejudice and equality or 'symbolic' prejudice.

e.g. Members of the OUTGROUP community should be entirely equal in society to members of the INGROUP community.

Strongly Agree **Strongly Disagree**

1 2 3 4 5 6 7

Similar questions were also used in Paolini, et al.'s (2004) second study. Although 18 items were originally included in the questionnaire, a seven item scale was taken forward for analysis (T1 General Prejudice Cronbach's $\alpha = .82$, T2 General Prejudice Cronbach's $\alpha = .85$).

Uncertainty

The three item uncertainty scale was based on items used in the same longitudinal study as Hughes et al. (2013). (T1 Intergroup Uncertainty Cronbach's $\alpha = .81$, T2 Intergroup Uncertainty Cronbach's $\alpha = .85$).

e.g. I'm unsure of what to expect when I interact with OUTGROUP young people

Strongly Agree **Strongly Disagree**

1 2 3 4 5

Age group suitability

The questionnaire format was designed to be understandable for the pupils by including simple wording and pictures. Based on Abrams et al. (2003); Cameron and Rutland (2006); and Houlette, et al. (2004) stick men were used to indicate amounts, smiley faces were used to help indicate positive and negative ends of scales, and based on these ideas ticks and crosses were also incorporated.

Procedure

A lead teacher and five class teachers were verbally briefed on the research, and provided with activity packs (Appendix Four) containing detailed instructions and lesson plans for the sessions. Consent was obtained from parents, and five classes were randomly assigned to one of the five conditions. The study was carried out during one and a half LLW classes which consist of a 70 minute session per week, as the interventions were designed to be carried out over three 30-35 minute sessions, the usual length of a single period class in post-primary schools (Reid, 2006). As this particular school taught LLW in a double period, the first two sessions were completed in the same week, and the final session in the first 30-35 minutes of the next week's class.

Activity sessions

In the first session, participants completed online questionnaires (Appendix Two) on their school computers using an email link, about their attitudes and behaviours towards outgroup members (Catholics or Protestants). Qualtrics survey software tracked each response to organise responses into an SPSS table for later analysis.

Upon survey completion participants were given details of the task they were to complete based on their assigned group while members of the Control group returned to their usual activities until the second questionnaire was to be completed. It had been previously specified that there would be four intervention groups and a Control group, however, the teacher who had been assigned the Art activity did not follow the instructions and completed the Writing activity with pupils instead. For this reason, two classes participated in the Writing group. The cause of this problem was likely due to the teachers' activity pack containing the lesson plans for all activities,

wherein the Writing activity came first. The teacher appears to have commenced with the first activity plan in the pack, rather than the activity which they were designated. Additionally, the researcher had planned to be present during the activity sessions to observe participation, but due to illness was unable to. Had the researcher been present this error would have been averted. However, as this was the initial study, modifications could be made for the wider intervention study, where all resources for the groups were provided to teachers separately, to ensure that this problem was not repeated. Consequently, the art-based intervention could not be tested.

The three imagined contact intervention groups spent time in their first session imagining a positive, relaxed and comfortable intergroup interaction and thinking of ideas for their task. In the second week of class, participants peer-marked the pieces of writing or drama created based on their imagined contact scenario. Pieces of writing or artwork were swapped with another pupil, and role-plays were performed in pairs to another pair of pupils. This ensured pupils gave the task reasonable consideration and engagement, and adhered to the same criteria of the scenario being positive and realistic. Pupils were asked to provide marks out of ten for the following aspects of the tasks; level of detail, level of care taking in writing, acting, drawing, and how realistic the piece of work seemed.

The importance of participant engagement in the tasks is outlined in the Methodology, the need for imagined contact to be positive and realistic is outlined in the evaluation of prior imagined contact studies.

In week one, after completing the initial questionnaire, those undertaking the extended contact activity were asked to think of questions to ask after a talk they

would hear in the second session. In the second session an older pupil (Year 14) gave a 10 to 15-minute talk on their personal experiences of positive school-related cross-community contact, with time provided for questions. In the second week of class participants took part in an exercise evaluating what they had learnt from the talk. Participants from all four groups completed the original questionnaire again in this class. After all sessions were completed, participants were provided with a debriefing sheet for themselves and parents/guardians.

Pre-analysis checks

No significant differences between the baseline (Time 1) attitudes of the participants were found when compared by intervention group. The mean scores at T1 for each variable are presented below by group, which demonstrates the similarity of baseline scores.

Results

For the following analyses a series of mixed between-within 4x2 ANOVAs were carried out, as there were 4 distinct intervention activity groups and measures were taken over two time points.

Attitude thermometer

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was significant at T2 (T1 p=.181, T2 p=.018), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on the attitude thermometer $F(3, 61)=.94$, $p=.427$, $\eta^2=.05$ (Observed power= .25), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 61)=1.38$, $p=.256$, $\eta^2=.07$ (Observed power= .35) or time $F(1, 61)=.00$, $p=.975$, $\eta^2=.00$ (Observed power= .05) was observed on the attitude thermometer. See below table of means.

Table 14

Means and Standard Deviations of Attitude Thermometer at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	79.52	27.29	23	77.22	27.50	23
Drama	86.67	17.96	12	88.17	18.45	12
Peer Talk	75.35	25.18	20	70.55	27.68	20
Control	83.40	17.15	10	89.30	14.75	10

General Outgroup Attitudes

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was significant at T2 (T1 $p=.132$, T2 $p=.036$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on general outgroup attitudes $F(3, 61)=1.92$, $p=.136$, $\eta^2=.09$ (Observed power= .47), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 61)=1.50$, $p=.223$, $\eta^2=.07$ (Observed power= .38) or time $F(1, 61)=1.28$, $p=.263$ $\eta^2=.02$ (Observed power= .20) was observed on general outgroup attitudes. See below table of means.

Table 15

Means and Standard Deviations of General Outgroup Attitudes at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	5.35	1.45	24	4.94	1.95	24
Drama	5.25	1.85	12	5.46	1.41	12
Peer Talk	4.65	1.69	20	5.18	1.23	20
Control	5.78	.94	9	6.33	1.03	9

Out vs In-group Positive Attitudes

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was significant at T1 (T1 $p=.008$, T2 $p=.121$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on out vs in-group positive attitudes $F(3, 67)=.84$, $p=.476$, $\eta^2=.04$ (Observed power= .22), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 67)=.29$, $p=.836$, $\eta^2=.03$ (Observed power= .27) or time $F(1, 67)=.01$, $p=.939$ $\eta^2=.00$ (Observed power= .05) was observed on out vs in-group positive attitudes. See below table of means.

Table 16

Means and Standard Deviations of Out vs In-group Positive Attitudes at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	.29	1.25	25	.16	1.02	25
Drama	-.05	.53	15	.27	.92	15
Peer Talk	.01	.45	21	.10	.48	21
Control	.17	.70	10	-.04	.10	10

Out vs In-group Negative Attitudes

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was significant at both times (T1 $p=.018$, T2 $p=.003$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on out vs in-group negative attitudes $F(3, 67)=1.73$, $p=.169$, $\eta^2=.12$ (Observed power= .43), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 67)=.29$, $p=.836$, $\eta^2=.03$ (Observed power= .27) or time $F(1, 67)=.48$, $p=.492$ $\eta^2=.01$ (Observed power= .11) was observed on out vs in-group negative attitudes. See below table of means.

Table 17

Means and Standard Deviations of Out vs In-group Negative Attitudes at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	.34	1.18	25	.17	1.18	25
Drama	-.01	.66	15	.01	.04	15
Peer Talk	.04	.24	21	.09	.25	21
Control	.06	1.13	10	.13	.42	10

Avoidant Behaviour

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was significant at both times (T1 $p=.021$, T2 $p=.005$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on avoidant behaviour $F(3, 62)=.03$, $p=.992$, $\eta^2=.00$ (Observed power= .06), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 62)=1.78$, $p=.159$, $\eta^2=.09$ (Observed power= .44) or time $F(1, 62)=.34$, $p=.564$ $\eta^2=.01$ (Observed power= .11) was observed on avoidant behaviour. See below table of means.

Table 18

Means and Standard Deviations of Avoidant Behaviour at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.80	2.39	23	2.62	1.92	23
Drama	2.67	2.37	13	2.61	2.10	13
Peer Talk	2.55	2.18	20	2.23	1.60	20
Control	1.50	1.27	10	1.30	.95	10

Aggressive Behaviour

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was non-significant at both times (T1 $p=.282$, T2 $p=.088$).

No interaction effect of pupil intervention groups and time was observed on aggressive behaviour $F(3, 61)=2.40$, $p=.076$, $\eta^2=.12$ (Observed power= .57), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 61)=.58$, $p=.633$, $\eta^2=.03$ (Observed power= .16) or time $F(1, 61)=.01$, $p=.930$ $\eta^2=.00$

(Observed power= .05) was observed on aggressive behaviour. See below table of means.

Table 19

Means and Standard Deviations of Aggressive Behaviour at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.14	1.75	22	2.38	1.47	22
Drama	1.79	1.62	13	2.88	2.15	13
Peer Talk	3.08	2.07	20	2.23	1.54	20
Control	2.43	1.85	10	1.77	1.26	10

Intergroup Trust

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was significant at T1 (T1 p=.003, T2 p=.126), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on intergroup trust $F(3, 62)=1.57$, p=.206, η^2=.08 (Observed power= .39), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 62)=.50$, p=.687, η^2=.02 (Observed power= .15) or time $F(1, 62)=.67$, p=.416 η^2=.01 (Observed power= .13) was observed on intergroup trust. See below table of means.

Table 20

Means and Standard Deviations of Intergroup Trust at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	5.06	1.72	23	5.07	1.92	23
Drama	5.53	1.13	13	5.22	1.35	13
Peer Talk	4.91	1.00	20	5.38	1.31	20
Control	5.50	1.19	10	5.80	1.40	10

Intergroup Anxiety

Responses to questions in this category demonstrated normality (T1 p=.513, T2 p=.163) and Levene's test was marginally significant at T2 (T1 p=.305, T2 p=.051), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on intergroup anxiety $F(3, 63)=.02$, p=.996, η^2=.00 (Observed power= .05), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 63)=2.20$, p=.097, η^2=.10 (Observed power= .53) or time $F(1, 63)=.60$, p=.442 η^2=.01 (Observed power= .12) was observed on intergroup anxiety. See below table of means.

Table 21

Means and Standard Deviations of Intergroup Anxiety at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	3.12	1.14	24	3.18	1.04	24
Drama	3.05	.75	13	3.20	.83	13
Peer Talk	2.63	1.16	20	2.72	1.29	20
Control	3.53	1.05	10	3.61	.79	10

Self-disclosure

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was non-significant at both times (T1 p=.233, T2 p=.619).

No interaction effect of pupil intervention groups and time was observed on self-disclosure $F(3, 61)=2.09$, p=.111, η^2=.10 (Observed power= .51), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 61)=.27$, p=.848, η^2=.01 (Observed power= .10) or time $F(1, 61)=.04$, p=.850, η^2=.00 (Observed power= .05) was observed on self-disclosure. See below table of means.

Table 22

Means and Standard Deviations of Self-Disclosure at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	3.98	1.20	23	4.07	1.24	23
Drama	4.29	.84	12	3.79	1.03	12
Peer Talk	3.88	1.02	20	4.08	1.09	20
Control	4.15	.17	10	4.45	.76	10

Common ingroup identity

Responses to questions in this category did not demonstrate normality (*p* values =.001) and Levene's test was non-significant at both times (T1 *p*=.614, T2 *p*=.508).

No interaction effect of pupil intervention groups and time was observed on common ingroup identity $F(3, 59)=.84$, $p=.480$, $\eta^2=.04$ (Observed power= .22), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 59)=1.30$, $p=.283$, $\eta^2=.07$ (Observed power= .33) or time $F(1, 59)=.07$, $p=.796$, $\eta^2=.00$ (Observed power= .06) was observed on common ingroup identity See below table of means.

Table 23

Means and Standard Deviations of Common Ingroup Identity at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	4.05	2.01	21	4.05	1.94	21
Drama	4.08	1.61	13	3.77	1.79	13
Peer Talk	3.20	1.58	20	3.05	1.39	20
Control	3.44	.174	9	4.11	1.96	9

First Choice Preference

As responses to this measure were similar across groups and times, the data was not suitable for the ANOVA to be conducted.

General Prejudice

Responses to questions in this category did not demonstrate normality (p values =.008 and p<.001 respectively) and Levene's test was significant at T2 (T1 p=.062, T2 p=.042), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on general prejudice $F(3, 57)=.79$, $p=.503$, $\eta^2=.04$ (Observed power= .21), therefore H1 was not met. No separate effects of pupil intervention groups $F(3, 57)=.78$, $p=.511$, $\eta^2=.04$

(Observed power= .21) or time $F(1, 57)=.68$, $p=.415$, $\eta^2=.01$ (Observed power= .13) was observed on general prejudice See below table of means.

Table 24

Means and Standard Deviations of General Prejudice at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.56	1.40	21	2.72	1.35	21
Drama	2.30	.64	12	2.11	.78	12
Peer Talk	2.68	.88	20	2.62	.88	20
Control	2.42	.88	8	2.14	1.01	8

Intergroup Uncertainty

Responses to questions in this category did not demonstrate normality (p values <.001) and Levene's test was marginally significant at T1 (T1 $p=.049$, T2 $p=.544$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on intergroup uncertainty $F(3, 54)=.09$, $p=.965$, $\eta^2=.00$ (Observed power= .07), therefore H1 was not met. No separate effect of pupil intervention groups $F(3, 54)=2.13$, $p=.108$, $\eta^2=.12$ (Observed power= .51) was observed on intergroup

uncertainty. While a marginal effect of time $F(1, 54)=4.18$, $p=.046$, $\eta^2=.08$ (Observed power= .52), was observed on this measure, this result alone does not meet the conditions of the hypothesis. See below table of means.

Table 25

Means and Standard Deviations of Intergroup Uncertainty at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	4.00	1.10	18	3.54	1.21	18
Drama	4.31	.77	12	4.06	.89	12
Peer Talk	3.89	.92	20	3.47	1.24	20
Control	4.54	.67	8	4.25	.81	8

Discussion

The pilot intervention study was designed to identify practical difficulties, and streamline the intervention testing design for the wider intervention study, specifically by reducing the number of questionnaire items and intervention tasks depending on which showed most success. However, as no significant results were recorded across any of the variables for any of the intervention tasks, this original reduction strategy could not be undertaken.

It was important that the questionnaire was reduced drastically as the questionnaires took twice as long as intended. Participant fatigue due to the length of the questionnaires may have lessened motivation to engage in the tasks, which may have contributed to the lack of significant intervention effects. Instead, the questionnaire was streamlined by determining if the interventions had exerted any significant effects on the individual questions, and the direction of these effects. That is, significant effects were first sought for the individual items and those with significantly positive effects for at least one intervention were earmarked for continued inclusion. Significant effects were found for few individual items, so subsequently, positive although non-significant changes over time were sought. Those with results far from significance ($p \geq .600$) were not considered. Items were also removed if most of the other questions in the variable scale were excluded. It was felt that the comparison of intergroup attitudes was not as accurate a measurement as simply recording outgroup attitudes. The measures of First choice of in and outgroup members, and sharing and empathy involved similar problems of comparison.

Control variables relating to contact, contact quality and contact frequency, as well as some of the most prominent variables in the literature were kept regardless of the results produced. This included intergroup anxiety, intergroup trust, self-disclosure, and some of the intergroup attitudes measures.

The study also investigated whether the language and phrasing used in the questionnaire was appropriate for this age-group's understanding. Teachers reported that pupils had raised some questions about terms from various survey items, but with the teacher's explanation were then able to understand and respond. Any items where problems were recorded were re-phrased or excluded in the next study, for

example, the Intergroup anxiety term ‘defensive’ was not understood easily by the pupils so was subsequently omitted.

Some confusion was generated over the changing positive and negative directionality of the survey scales. Although changing the directionality of questionnaire scales can help guard against acquiescence bias, that is, a tendency for over-agreement with survey statements (Bowling, 2005), teachers reported that this confused pupils and contributed to the excessive time taken to complete the questionnaires, so the directionality of the scales remained constant throughout the wider intervention study.

One of the most problematic issues came from the question requiring participants to state their community identity. As indicated in the Methodology chapter, of the 129 participants who had completed both T1 and T2 questionnaires, those who designated as Catholic or Protestant (N=8 and N=63 respectively) only totalled 71, meaning 58 participants were excluded having identified themselves as belonging to ‘Neither Catholic nor Protestant community’ or choosing ‘Not sure,’ despite the fact that 74 pupils had religiously identified as Catholic (N=9) and Protestant (N=65). Losing almost half of the sample somewhat affects the potential power of the study, which may partially explain the lack of significant results. The teachers explained that many participants were not aware of the differences between the communities, and even if they were, felt it necessary to distance themselves from such labels, even if they may have applied. Given the extent of potential participants lost it was important that this issue not be repeated in the next study, so a sheet of factual information identifying each community was created to be read at the start of the sessions to help participants designate their community identities. Care was taken to ensure the information provided would not support stereotypes by not providing

generalisations referring to 'all' Catholics or Protestants, but instead referring to 'most' or 'some' members. The information also ended with a statement that;

> *'the terms 'Catholic' or 'Protestant' might not be that important to you. Just for these questionnaires, even if belonging to the Catholic or Protestant community isn't important to you, please choose the one that you are closest to'*

to ensure that participants likely to have been influenced by growing up in such communities could be involved, despite the level of personal identification they felt with the ingroup.

It had been planned that only the interventions which showed significant improvements on some of the variables, would be taken forward for the wider intervention study, however, none of the interventions produced significant effects. Although no major problems were encountered in the execution of the tasks, the lack of significant effects may have resulted from numerous factors. Despite the detailed instructions and lesson plans provided the lack of researcher presence may have affected the overall implementation of the interventions. Teacher motivation and attitude within the sessions may have been improved and clarification of any unknown aspects of the task may have been provided with the researcher present. The influence on pupil engagement of apparent teacher motivation was stated in an extract from the interview and focus group study (although not included in the themes identified in Chapter Four), especially if the subject being taught is considered of low status, as can often be the case with LLW.

> **Extract 1.64:** '**Citizenship expert D:** […]I think that low status also spills over into kid's attitudes to the subject[…]'

In this sense, the attitude and apparent motivation of the teacher to facilitate intergroup relations related work may be a subtle form of institutional support, indicating the importance of promoting the value of such work at all educational levels. For the wider intervention study the researcher, or undergraduate research assistants were planned to be present for at least the first two sessions in each class. The main issue likely to have affected the pupils' focus and enjoyment of the tasks was the excessive length of the questionnaires completed within the sessions. However, without the researcher present, only the teacher's observations of the pupils' engagement in the task was provided. With greater researcher and research assistant presence in the subsequent study, better observation of how closely the intervention plans were followed and how well the pupils engaged in the tasks could be attained. Additionally, in the subsequent study any materials produced by the participants resulting from the imagined contact interventions, such as stories and scripts, would be collected to observe if the tasks were completed thoroughly. To aid the wider intervention study's success, some extra information was planned to be provided to encourage pupil engagement and to simplify the tasks. Worksheets breaking the imagined contact tasks down into stages and providing prompts to aid the stories and scripts were provided, as were PowerPoint slides for the teachers detailing the instructions for each session in each of the three tasks.

The teachers reported that although the time provided to complete the questionnaires was not adequate, the tasks were easily completed in the given time. However, it was felt that the work required for the Drama task was intense for the time provided. It was instead recommended that for the wider intervention study, the product of the activity be limited to a two to five-minute sketch comprising only a couple of scenes,

for example depicting the initial intergroup contact interaction, and a later positive contact outcome.

As the imagined contact Art task was not completed it was not possible for any practical issues with the task to be investigated before wider testing. This intervention was not taken forward to the next study due the need to streamline the research design, and as no testing had occurred on this method, no practical recommendations could be gained to aid its success. Again, researcher presence in the subsequent study and only trialling one of the interventions per school was planned to safeguard against this error reoccurring.

Beyond these recommendations, there may have been other reasons for the lack of intervention success. One of the major limitations of this study was the low sample size, which may have prevented the detection of changes across time or differences between the groups, due to low power. Although this study was planned to be small in size to trial the interventions before wider testing, and the subsequent study was planned to involve a much larger sample, one main cause of this low sample was the amount of participants who did not identify as Catholic or Protestant. The inclusion of information about community backgrounds before the first questionnaire in the wider intervention study was planned to address this issue.

The particular background of the sample involved in this study may have also considerably impacted on the chances of significant effects. Despite Bangor, the town in which the school is situated having a majority Protestant, British population and the influence of a large Loyalist estate within the town (Hill & White, 2012), it is noted as being more politically liberal and relatively insulated from violence during ‘the Troubles’ (Smyth, 1998). Therefore, there may have been little room for

improvement in attitudes for this particular sample, as is also illustrated by the good baseline behaviour and attitude scores in the pre-analysis checks. The high levels of homogeneity and low levels of conflict experience may have also contributed to participants' lack of knowledge and personal identification with the two main communities. In the subsequent study, participants were to be drawn from a range of areas and identities, which was thought would result in less positive baseline scores.

Although intervention sessions were planned to be carried out over two weeks, there were a few weeks' variation in completion times, mainly due to the excessive time required for the questionnaires. It was not thought this relatively small variation in time should have impinged on the intervention effects, but nevertheless the time taken between sessions was considered to be a useful control variable to measure in the subsequent study.

It was possible that the pupils guessed the purpose of the study as improving their outgroup attitudes, and therefore may not have responded truthfully to the questionnaires. This could occur in a variety of ways, for example, at T1 participants may have exaggerated positive responses toward the outgroup due to perceptions of social desirability, wanting to present themselves positively (King & Bruner, 2000). Alternatively, they may have felt they should respond in accordance with the purpose of the study by improving their responses over time (Nichols & Maner, 2008). For the subsequent study, a new questionnaire item was included, asking what pupils thought the research was about. Nichols and Maner (2008) argue that this strategy is not always sufficient, but emphasising the confidentiality of responses should also reduce this issue.

The interventions may have failed to exert significant improvements if another variable exerted negative effects over the same time period, for example if negative political or societal events had occurred between the two communities. Hence, an additional control measurement 'Events' was devised for the wider intervention study, asking whether anything had happened over the course of the research which had caused them to think differently about the outgroup.

Finally, another confound to be reduced in the wider intervention study was the influence of the questionnaire on intergroup attitudes. The questionnaire may have primed attitude changes in the Control group, by increasing participant's thoughts of the outgroup and contact experiences, creating an inadvertent rudimentary form of imagined contact. Therefore, participants would be asked whether they had spent more time thinking about the outgroup than usual since the previous questionnaire session, and these levels controlled for.

Wider intervention study

Despite the lack of success of the pilot intervention study, the issues raised provided novel and valuable information to aid the subsequent wider testing. These modifications aimed to improve the success of the wider intervention study detailed below.

Method

Design

This experiment followed mixed 5 (SEP Writing vs SEP Drama vs SEP Peer Talk vs SEP Control vs non SEP Control) x2 (T1 vs T3), and subsequently 4 (Writing vs Drama vs Peer Talk vs Control) x2 (T1 vs T2) designs, comprising measures between participants of intervention condition, and school type, and repeated

measures taken over three time points, but analysed two at a time. The purpose of the design was to primarily test if the interventions would successfully improve the effectiveness of SEP contact, by comparing SEP intervention groups against the SEP and non SEP Control groups. The secondary aim was to assess the overall effectiveness of the different interventions on contact attitudes relative to the Control group, using a wide sample of Northern Irish pupils (both SEP and non SEP). There were four intervention conditions overall; a control group who received no intervention, two imagined contact intervention groups each involving a different intervention method, and an extended contact group.

As in the previous study, the two imagined contact groups reinforced the scenario they had imagined by either; writing a short story about the scenario (Writing group), or in pairs coming up with an idea for a role-play based on their imagined scenario and acting it out for another pair of pupils (Drama group). The extended contact group listened to a talk by an older peer about their cross-community experiences. There were two school types; SEP and non-SEP schools. The intergroup attitudes of each group were assessed at three time points; before, immediately after and between 3-7 months after the intervention. However, these were analysed in pairings; between T1 to T2, and one to three. Measures of attitudes and behaviours towards the out-group were assessed by questionnaire (Appendix Five) before and after each intervention.

Participants and sampling

The qualitative findings anticipated some small level of dropout from SEP subjects in the first few months of the school year (i.e. due to dislike of the academic subject). As detailed in the Methodology chapter, the initially calculated sample size for the

wider intervention study (N=383) was increased further (N=480) to avert a low final sample size. In reality, 557 participants were recruited for this study, but due to a variety of reasons detailed on pages 107-118 of the Methodology chapter, the eventual sample size was much lower.

The final number of participants in this study varied by the analysis undertaken, as they involved different combinations of the research time points. For H1 analysis which combined the T1 and T2 data, 369 pupils were present in both final time point datasets. The participants were; 166 male, 203 female, and 106 Catholic, 263 Protestant. 16 pupils indicated that they had a disability, 317 indicated that they did not have a disability, and 36 were unsure. The breakdown of the T1 and T2 data is shown in the following table.

Table 26

Breakdown of participants: Time one and Time two analysis

Time 1 & 2	School	Activity	Classes	Participants
	Non SEP School 1	Writing	2	22
	Non SEP School 2	Drama	3	15
	Non SEP School 3	Peer talk	2	29
	Non SEP School 4	Peer talk	2	29
		Total Non SEP Peer talk	**4**	**58**
	Non SEP School 5	Control	4	51
SEP partnership 1	SEP School 1	Writing	1	31
	SEP School 2	Writing	2	12
		Total SEP Writing	**3**	**43**
SEP partnership 2	SEP School 3	Drama	5	70
	SEP School 4	Drama	1	14
SEP partnership 3	SEP School 5	Drama	0	0
	SEP School 6	Drama	1	6
		Total SEP Drama	**7**	**90**
SEP partnership 4	SEP School 7	Peer talk	1	9
	SEP School 8	Peer talk	1	2
		Total SEP Peer talk	**2**	**11**
SEP partnership 5	SEP School 9	Control	3	60
	SEP School 10	Control	3	19
		Total SEP Control	**6**	**79**
Total:			**31**	**369**

Therefore, from the final number of participants; 43 SEP pupils completed the writing task, 90 SEP pupils completed the drama activity, 11 SEP pupils listened to a

peer talk, 79 SEP pupils were in the control group, and 51 non SEP pupils were in the control group.

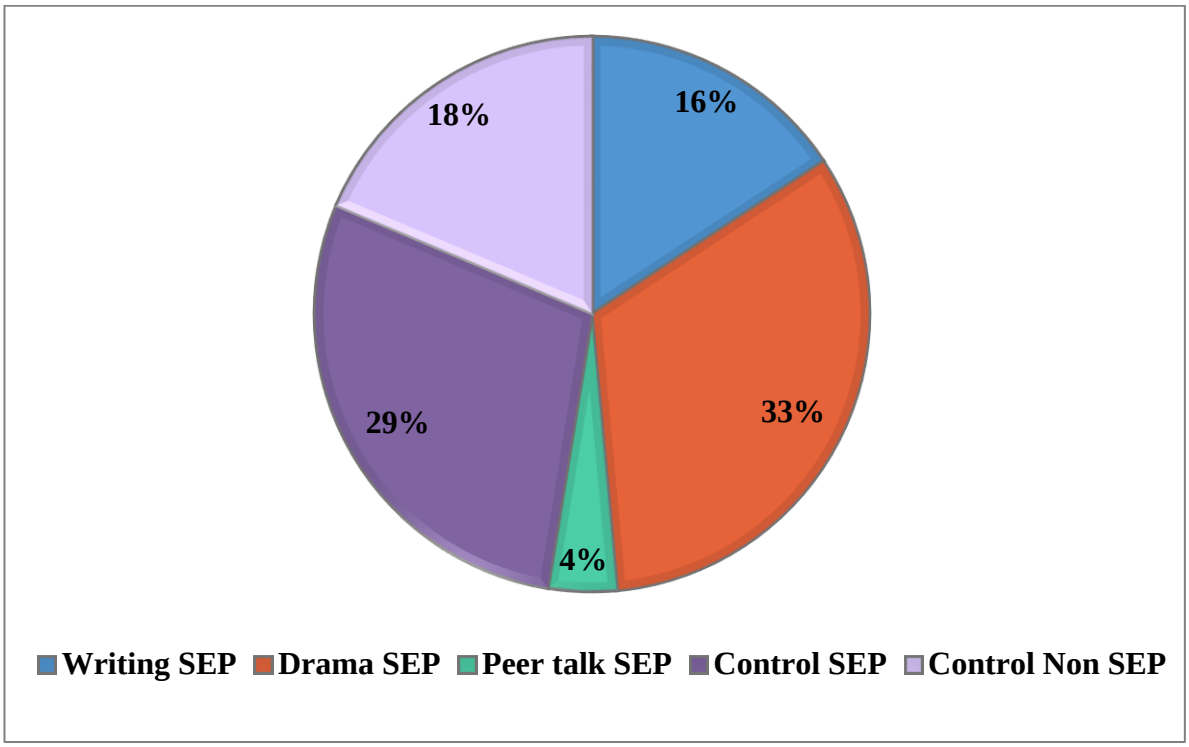


Figure 6: **Pie chart indicating percentage of pupils in each group (H1)**

For H2 analysis which combined the T1 and T3 data, 227 pupils were present in both final time point datasets. The participants were; 101 male, 126 female, and 47 Catholic, 180 Protestant. 13 pupils indicated that they had a disability, 190 indicated that they did not have a disability, and 24 were unsure. The breakdown of the T1 and T3 data is shown in the below table.

Table 27

Breakdown of participants: Time one and Time three analysis

Time 1 & 3	School	Activity	Classes	Participants
	Non SEP School 1	Writing	2	19
	Non SEP School 2	Drama	3	8
	Non SEP School 3	Peer talk	2	26
	Non SEP School 4	Peer talk	2	25
		Total Non SEP Peer talk	**4**	**51**
	Non SEP School 5	Control	4	54
SEP partnership 1	SEP School 1	Writing	1	30
	SEP School 2	Writing	2	11
		Total SEP Writing	**3**	**41**
SEP partnership 2	SEP School 3	Drama	5	6
	SEP School 4	Drama	1	1
SEP partnership 3	SEP School 5	Drama	0	0
	SEP School 6	Drama	1	8
		Total SEP Drama	**7**	**15**
SEP partnership 4	SEP School 7	Peer talk	1	9
	SEP School 8	Peer talk	1	2
		Total SEP Peer talk	**2**	**11**
SEP partnership 5	SEP School 9	Control	3	14
	SEP School 10	Control	3	14
		Total SEP Control	**6**	**28**
Total:			**31**	**227**

Therefore, from the final number of participants; 60 pupils completed the writing task, 23 pupils completed the drama activity, 62 pupils listened to a peer talk, and 28 pupils were in the control group.

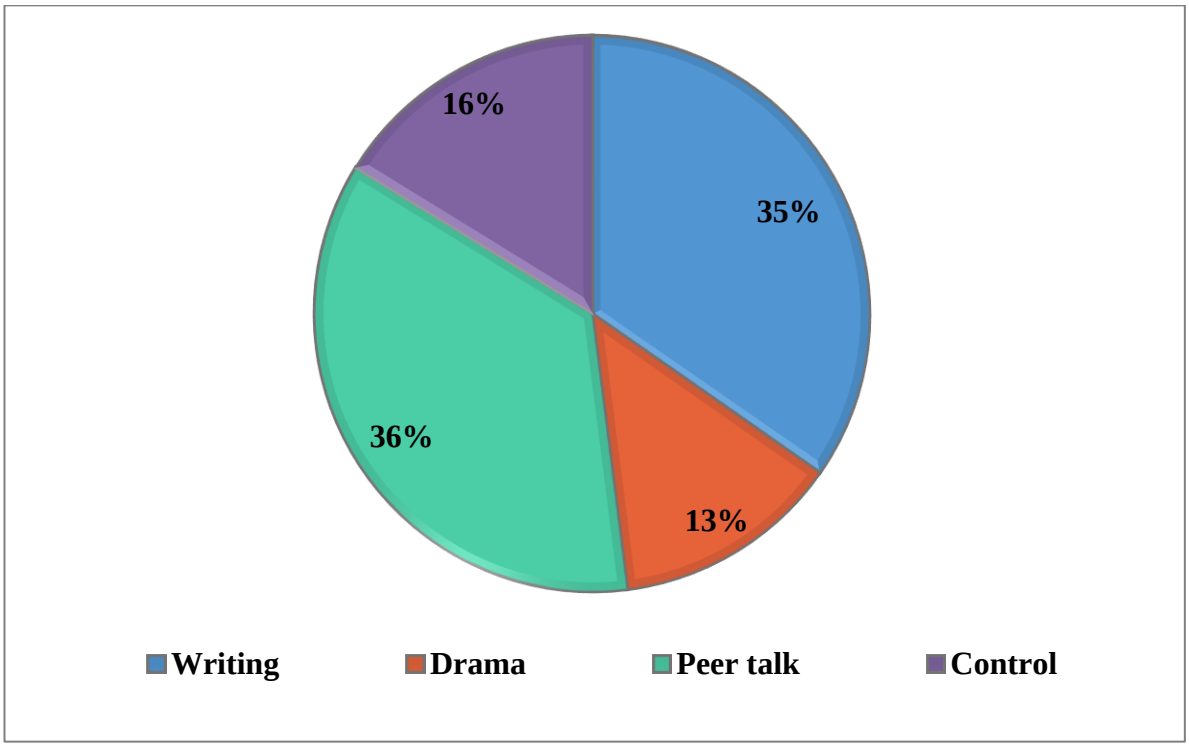


Figure 7: **Pie chart indicating percentage of pupils in each group (H2)**

Participants from SEP partnership 3 attended classes specifically for pupils with academic and behavioural issues. The specific nature of these issues was not disclosed fully, but they were not considered severe enough by the teachers to negate the pupils' ability to complete the research. It was considered beneficial to ensure the intervention designs were inclusive of varied academic abilities, as, if successful, the interventions would be functional for use across Post-primary schools in Northern Ireland, where a range of abilities exist. Some minor changes were allowed to the procedure for this group to facilitate their involvement as detailed.

All schools that agreed to participation were classed as Urban. The 14 schools involved consisted of six classed as Grammar schools, seven (originally 8) Post-primary schools and one non-selective school.

Numerous schools were approached to participate in various stages of the PhD research. The participating schools were located across five main areas; County Down (5), Country Antrim (4), County Tyrone (2), North Belfast (1), East Belfast (1). The following map shows that participants were sampled from schools geographically spread from North to the South of the Northern Ireland, however sampling was skewed toward the East.

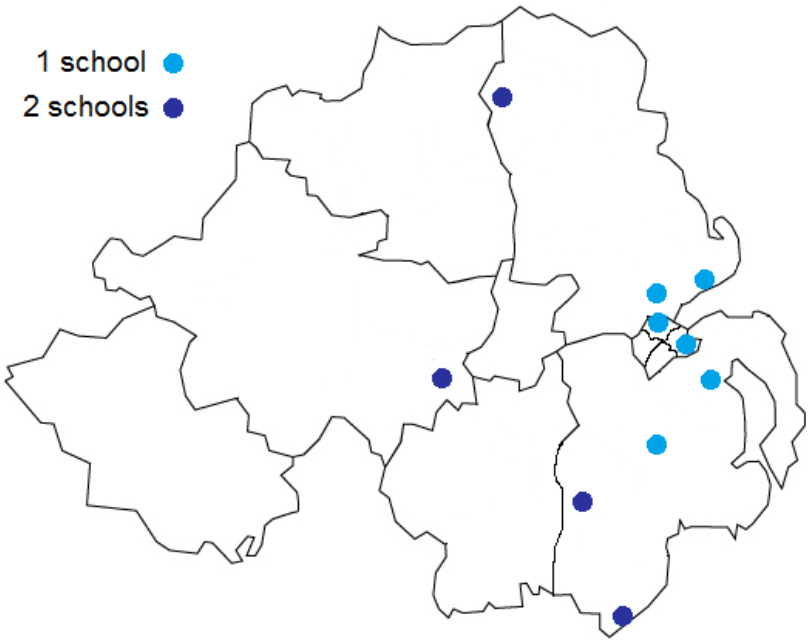


Figure 8: **Map showing Geographical spread of participating schools**

Materials and questionnaire

As in the previous study, computer or paper based pupil questionnaires (Appendix Five) and Activity Plans for teachers outlining the procedure for each class were provided (Appendix Seven). Other materials required were as stated in the previous study.

Questionnaire items

The pre- and post-intervention questionnaires were an adapted version of the pilot intervention study questionnaire with the addition of items measuring discussions of difference in intergroup contact 'Subjects talked about', which were derived from the qualitative work of Loader (2015), and a Cost-Benefit evaluation of contact (derived from interview and focus group study for this PhD in addition to Hughes, 2014; Loader, 2015; van Dick et al., 2004). Examples are provided below only for the survey items not previously included in the pilot Intervention Testing.

The mixture of scale directionality in the previous study appeared to cause participants to respond incorrectly to some items, so this time all scales were presented with strength of response increasing from left to right. Numerous items were removed from this survey in comparison to that provided in the previous study. Removed items included; Contact Quality 3-7, Attitude thermometer, ingroup-outgroup preference scale, Attitude bipolar word scales 1-7, Stickman scale attitude items relating to the ingroup, and 1, 2, 5, 7, 9, 10, 15, 17, 18, 20 and 21 relating to the outgroup, Avoidant and Confronting intended behaviour measures, Trust 4-8, Anxiety 5, 7 and 8, Inclusion of Other in the Self , Common out-group identity, First choice, Empathy, Perceived out-group variability, Prejudice items 2, 5, 6, 7, 9, 11,

13-16 and 18, and Uncertainty items 3 and 4. These cuts left a remaining 61 items excluding demographic information.

'Subjects talked about' scale

'Subjects talked about' was one of two new outcome measures created based on the results of the interview and focus group study, specifically the theme 'Culture of offence and argument.' This measure made use of Loader's (2015) themes in addition to those identified in thematic analysis, and asked pupils how likely they would be to discuss the following typically contentious intergroup issues with outgroup members; political viewpoint, nationality, contentious political issues (e.g. flag protests), past intergroup conflict ('the Troubles'), religion, Irish language, celebrations particularly associated with one community, and intergroup status. No research to date has ascertained the likelihood of Northern Irish individuals in discussing these topics with outgroup members, therefore, even in the absence of significant results this research presents a novel contribution to the literature, by demonstrating baseline levels of their discussion.

Pupils indicated their likelihood of discussing intergroup issues with outgroup members on opposite scales from 1-7 from 'Not likely at all' to 'Very likely, with higher scores indicating a greater likeliness of talking about such issues. The 'Subjects talked about' items covered issues Loader (2015) identified as less controversial such as religious and cultural differences, including sports and celebrations like St Patrick's Day, and those thought more controversial such as the Irish language, political issues including the flag protest and nationality, and conflict between the communities. Conflict was conceptualised in multiple ways according to the different intergroup issues identified in Chapter One, such as violence, and

conflict in terms of status and inequality. Conflict through symbolism and politics were already covered by items on political issues.

> **e.g. In general, would you talk about the following issues with a young person from the Other community?**
>
> **Support for a political party (e.g. DUP, Sinn Fein)**
>
> Not likely at all Likely
>
> 1 2 3 4 5 6 7

(T1, T2 Subjects talked about Cronbach's αs = .89, T3 Subjects talked about Cronbach's α = .91).

Cost-benefit item

The second new outcome measure was based on the theme 'Evidence of cost-benefit thinking' which aimed to gauge the balance of perceived costs and benefits of contact which could respectively hinder or motivate its occurrence. For items in this scale, pupils indicated to what degree they would speak with an outgroup member about issues on which the groups differed, for example political affiliation or religion.

The Cost-Benefit question was presented as follows;

> 'You might have mixed feelings about meeting people from the Other community.
>
> From the list below, **pick the three thoughts** that best sum up how you would feel if you were thinking about talking to someone from the Other community. Circle the letter for each you have chosen.'

Eight options were created based on information about Cost-Benefit evaluations from the interview and focus group study (See Chapter Four). Options A, C, F and H represented potential Costs, and Options B, D, E and G represented potential Benefits which may be considered when evaluating whether contact should or shouldn't be engaged in. The table below sets out the options provided and a fuller explanation of the costs or benefits of each option.

Table 28

Cost-benefit options

Option	Explanation
A. There is no point because we will never be close friends.	This option represents the perceived **costs of time and effort** with an expectation of no ultimate friendship benefits.
B. I could make a good friend and I don't want to miss out on that.	This option represents the **benefit** of creating a new friendship which is emphasised would not occur if contact wasn't engaged in.
C. I feel happier in my friendship group, than going to try to talk to them.	This option represents the **cost** of abandoning the familiarity and emotional comfort of a friendship group in order to engage in contact.
D. I am a friendly person (or I want to be) so I will be friendly to people from any group.	This option represents the emotional and identity-based **benefits** of demonstrating friendliness. As was discussed in the interview and focus group study, showing consistency in one's behaviour can enhance self-esteem, especially if the behaviour is a positive one, and showing friendliness may be beneficial not just for their own self-image, but for the overall perception of the ingroup by others.

Option	Explanation
E. I am curious about them and the way they live.	This option represents the **benefit** of satisfying curiosity which can incite positive feelings in and of itself, but also creates learning opportunities about the outgroup which can improve future intergroup relations.
F. I am too afraid of saying the wrong thing and offending them or showing differences between us.	This option represents the emotional **cost** of engaging in conversations which have potential risks of inciting hostility, embarrassment or worsening the contact situation if the interaction deteriorates.
G. Meeting different people helps me know more about the world and brings new opportunities.	This option represents new opportunities which contact may provide, either in terms of general educational **benefit**, or access to resources and experiences which may not have been available without intergroup contact.
H. I am worried about what they will think of me, or what my own group will think of me.	This option represents the **cost** of facing judgement by others, which may impact upon self-esteem.

It was planned that analysis of the Cost-Benefit variables would be carried out by coding all Costs as -1, and all Benefits as +1 and all selections made by each individual participant would be added together for each time point. A positive score would represent a greater number of benefits being selected, and a negative score a greater number of costs. Unfortunately, for this particular variable, large discrepancies existed between the number of participants' whose data was recorded at each stage. Only including participants present at all three stages would have

resulted in very small subgroup sizes, for example the non-SEP Writing and Drama groups would have each only included N=4 participants, therefore this analysis was not included. Instead, the frequency of each variable chosen was presented descriptively to show the popularity of particular costs and benefits.

Exclusion of IOS item

During early data collection pupils reported finding this particular item difficult to understand. As explaining the question and graphic often had to be undertaken with pupils individually the item was omitted to allow the completion of the remainder of the questionnaire within the limited timeframe.

Categorisation and baseline contact questions

Measures already described in the previous study included; Gender, Disability, Free School Meals, Community, Religion, Ethnicity, Nationality, School name, Class name, Activity participated in, T1, T2 and T3 Contact questions 1-5.

Question scales

To analyse the potential effects of the three interventions, mean scales were created based on the findings from validity and reliability analysis (Appendix Six). The remaining list of variables for this study, the number of items in each scale and reliability estimates for scales were therefore as follows.

Table 29

Results of Cronbach's Analysis for Wider testing measures

Variable	**Number of items in scale**	**Cronbach's α Time one**	**Cronbach's α Time two**	**Cronbach's α Time three**
Contact Frequency	4	Cronbach's α = .77	Cronbach's α = .77	Cronbach's α = .83
Quality of Contact	2	Cronbach's α = .92	Cronbach's α = .91	Cronbach's α = .92
Positive Outgroup Attitudes	5	Cronbach's α = .88	Cronbach's α = .92	Cronbach's α = .91
Negative Outgroup Attitudes	5	Cronbach's α = .91	Cronbach's α = .94	Cronbach's α = .97
Intergroup Approach Behaviour	3	Cronbach's α = .90	Cronbach's α = .90	Cronbach's α = .91
Intergroup Trust	6	Cronbach's α = .91	Cronbach's α = .92	Cronbach's α = .92
Intergroup Anxiety	5	Cronbach's α = .86	Cronbach's α = .87	Cronbach's α = .86

Variable	Number of items in scale	Cronbach's α Time one	Cronbach's α Time two	Cronbach's α Time three
Intergroup Self-Disclosure	2	Cronbach's α = .92	Cronbach's α = .90	Cronbach's α = .92
Outgroup Prejudice	7	Cronbach's α = .84	Cronbach's α = .86	Cronbach's α = .86
Intergroup Uncertainty	2	Cronbach's α = .84	Cronbach's α = .86	Cronbach's α = .60

Control variables

As in the previous study, measures of previous contact (T1 Contact 1-5), Contact Frequency (T1) and Contact Quality (T1), were considered as control variables.

New control measures were also included in this study, an open question asking participants 'What did you think this research was about?', and the 'Thought', and 'Events' variables suggested in the previous study discussion.

Since the last time you took this survey, have you spent more time than usual thinking about the other community?

Yes ☐ I don't know ☐ No ☐

Since the last time you took this survey, has anything happened that has made you feel better or worse about the other community? (e.g. Do you spend more or less time with them? Has something good or bad happened between the communities?)

Yes ☐ I don't know ☐ No ☐

Given the variety of control variables, and variance in response frequencies to each of them, they could not all be included in all analyses without depleting the sample much further. The main analysis results only reported control variables where they exerted an effect. Participant perception of research purpose did not need controlled for as no participants perceived the true research purpose.

Procedure

The same procedure was followed as in the previous study regarding briefing teachers, providing materials, obtaining consent, pupils not involved in research and debriefing. The schools were randomly pre-assigned to one of the four intervention groups. The study was planned to be carried out during three weekly 30-35 minute LLW classes, however to accommodate school schedules the classes and timeframes varied slightly. The initial sessions were carried out between March-June 2015. A longitudinal follow-up questionnaire lasting 15-20 mins, identical to those completed in the initial sessions, was completed between September-October 2015.

Activity sessions

The same initial procedure was largely followed as the previous study, but without the Art intervention included. One of the key differences between the studies was

increased duration. The interventions were mostly carried out over three weeks as follows.

Imagined contact

Session 1: Completion of survey one. Pupils imagine contact and think of ideas for their task.

Session 2: Pupils work on their task.

Session 3: Pupils peer-mark their tasks and complete survey two.

Extended contact

Session 1: Completion of survey one. Pupils complete activity to think of questions for the Session 2 Peer talk.

Session 2: An older pupil gives a 10-15 minute talk on positive school-related intergroup contact, and time is provided for questions.

Session 3: Pupils complete an activity evaluating what was learnt from the talk, and compete survey two.

A follow-up survey was completed during September-October 2015, three to seven months after the initial sessions were completed. It is also noted that a number of groups required more time to complete the activities than was initially specified, due to unforeseen school events.

Other differences included the presence of the researcher and research assistants. The research assistants were undergraduate Psychology students at Queen's University Belfast. This allowed sessions one and two (for the intervention groups) to be attended to facilitate pupil questions about the survey and initial instructions, and the observation of pupil participation in the activities. Although it was not necessary for the researcher or assistants to be present at later sessions as no new activities or

unknown questions were presented at this stage, opportunity to attend was taken where possible for all sessions. Updated lesson plans and resources were provided containing information about community background. This included information on intergroup communities which was read to the classes at the beginning of the first session. The teachers of SEP partnership 3 expressed that due to the academic and behavioural needs of their pupils, the presence of the researcher or research assistants may have led to disruption, so this class was not attended. Instead, their teachers explained the instructions and questionnaire terms in detail, and ensured the pupils kept focussed on the tasks. SEP School 7 also opted for a teacher to deliver the peer talk for similar concerns that pupils would lose focus if another pupil delivered the talk. Although this slightly altered the nature of the extended contact, the teacher was familiar to pupils and young, which should have allowed reasonable ingroup identification. All other peer talks were delivered by Year 14 pupils. The peer talk was delivered on personal experiences of school-based intergroup contact. Peer talks were delivered at the pre-contact (i.e. pre-SEP) stage, therefore the individual was an ingroup member for the majority of participants. While it is acknowledged some Catholics may attend Protestant-majority schools and vice-versa, these pupils were excluded from the subsequent analysis. This was primarily as these pupils would not be engaging in intergroup contact through SEP, but also because the individual giving the peer talk was not an ingroup member for these pupils.

Activity materials, for example drama scripts were collected primarily as evidence that the activity was engaged in, but also for their potential for subsequent analysis beyond this thesis. The final difference was that data collection occurred mainly via the completion of paper questionnaires rather than the online version as teachers expressed concern that logging on to computers would require extra time.

Pre-analysis checks

No significant differences between the baseline (T1) attitudes of the participants were found when compared by SEP and intervention group (H1), however some significant differences were found when compared by intervention group (H2). The baseline scores of the Writing group were significantly lower than the Drama group for approach behaviour, $F(3, 365)=4.53$, $p=.012$, $\eta^2=.03$, and for intergroup trust the Writing group had significantly lower scores than both the Drama ($p=.009$) and Control groups ($p=.026$), $F(3,365)=4.42$, $\eta^2=.04$. For intergroup anxiety the baseline scores of the Peer talk group were significantly higher than the Control group $F(3, 358)=4.21$, $p=.012$, $\eta^2=.03$. The baseline self-disclosure scores of the Writing group were significantly lower than both the Drama ($p=.007$), and Control group ($p=.030$) $F(3, 356)=3.80$, $\eta^2=.03$, and the baseline prejudice scores of the Writing group were significantly higher than both the Drama ($p=.005$) and Control ($p=.005$) group, $F(3, 353)=5.35$, $\eta^2=.04$.

Results

Hypothesis one testing

H1: Pre-contact interventions will increase the effectiveness of intergroup contact outcomes for pupils in the shared education programme.

Positive outgroup attitudes

Responses to questions in this category did not demonstrate normality (p values $<.001$) and Levene's test was non-significant at both times (T1 $p=.515$, T3 $p=.439$).

No interaction effect of pupil intervention groups and time was observed on positive outgroup attitudes $F(4, 143)=.46$, $p=.766$, $\eta^2=.01$ (Observed power= .16), therefore H1 was not met. No separate effects of pupil intervention groups $F(4, 143)=1.82$, $p=.128$, $\eta^2=.05$ (Observed power= .54) or time $F(1, 143)=.11$, $p=.746$, $\eta^2=.00$ (Observed power= .06) was observed on positive outgroup attitudes. See below table of means.

Table 30

Means and Standard Deviations of Positive Intergroup Attitudes at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	3.75	.65	40	3.65	.90	40
SEP Drama	3.39	.70	15	3.25	.73	15
SEP Peer Talk	3.24	.69	11	3.16	1.08	11
SEP Control	3.65	.77	28	3.76	.89	28
Non SEP Control	3.54	.95	54	3.61	.70	54

Negative outgroup attitudes

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 $p=.805$, T3 $p=.079$).

No interaction effect of pupil intervention groups and time was observed on negative outgroup attitudes $F(4, 135)=1.99$, $p=.099$, $\eta^2=.06$ (Observed power= .59) , therefore H1 was not met. No separate effects of pupil intervention groups $F(4, 135)=1.38$,

p=.246, η^2=.04 (Observed power= .42) or time F(1, 135)=.08, p=.779, η^2=.00 (Observed power= .06) was observed on negative outgroup attitudes. See below table of means.

Table 31

Means and Standard Deviations of Negative Intergroup Attitudes at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	2.12	.58	37	2.10	.75	37
SEP Drama	2.39	.51	14	2.27	.77	14
SEP Peer Talk	2.33	.69	11	2.60	.98	11
SEP Control	2.11	.56	28	2.16	.86	28
Non SEP Control	2.23	.71	50	1.94	.46	50

Approach behaviour

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 p=.586, T3 p=.232).

No interaction effect of pupil intervention groups and time was observed on approach behaviour F(4, 143)=.63, p=.640, η^2=.01 (Observed power= .20), therefore H1 was not met. No effect of time F(1, 143)=2.05, p=.155, η^2=.01 (Observed power= .30) was observed on approach behaviour. While an effect of pupil intervention groups F(4, 143)=2.28, p=.064, η^2=.06 (Observed power= .65) was observed on this

measure, this result alone does not meet the conditions of the hypothesis. See below table of means.

Table 32

Means and Standard Deviations of Approach Behaviour at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	3.39	1.08	40	3.58	1.24	40
SEP Drama	3.11	1.33	15	3.40	.95	15
SEP Peer Talk	2.82	1.10	11	2.94	.94	11
SEP Control	3.76	.98	28	3.92	1.20	28
Non SEP Control	3.46	1.02	54	3.39	.96	54

Intergroup trust

Responses to questions in this category did not demonstrate normality (p=.002 and p<.001 for T1 & T3 respectively). Levene's test was non-significant at both times (T1 p=.453, T3 p=.353).

No interaction effect of pupil intervention groups and time was observed on intergroup trust $F(4, 144)=1.43$, p=.227, η^2=.04 (Observed power= .44), therefore H1 was not met. No separate effects of pupil intervention groups $F(4, 144)=1.62$, p=.172, η^2=.05 (Observed power= .49) or time $F(1, 144)=1.39$, p=.240, η^2=.01 (Observed power= .22) was observed on intergroup trust. See below table of means.

Table 33

Means and Standard Deviations of Intergroup Trust at T1 and T3

Pupil intervention group	Time one			Time three		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	4.97	1.14	41	5.02	1.63	41
SEP Drama	4.29	1.31	15	4.43	1.31	15
SEP Peer Talk	5.12	1.06	11	4.32	1.32	11
SEP Control	5.13	1.43	28	5.36	1.50	28
Non SEP Control	4.92	1.40	54	4.82	1.33	54

Intergroup anxiety

Responses to questions in this category demonstrated normality (p=.012 and p=.051 for T1 and T3 respectively). Levene's test was significant at T3 (T1 p=.634, T3 p=.044), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on intergroup anxiety $F(4, 139)=1.60$, p=.178, η^2=.05 (Observed power= .48), therefore H1 was not met. No separate effects of pupil intervention groups (4, 139)=1.61, p=.176, η^2=.05 (Observed power= .49) or time $F(1, 139)=3.65$, p=.058, η^2=.03 (Observed power= .48) was observed on intergroup anxiety. See below table of means.

Table 34

Means and Standard Deviations of Intergroup Anxiety at T1 and T3

Pupil intervention group	Time one			Time three		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	3.32	1.08	38	2.73	1.30	38
SEP Drama	3.05	.87	15	2.91	1.10	15
SEP Peer Talk	2.82	.92	10	3.16	.81	10
SEP Control	2.62	1.07	28	2.37	1.09	28
Non SEP Control	3.05	1.02	53	2.62	.92	53

Self-disclosure

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 p=.418, T3 p=.063).

An interaction effect of pupil intervention groups and time was observed on self-disclosure $F(4, 143)=3.94$, p=.005, η^2=.11 (Observed power= .90). It was expected (H1) that the SEP intervention groups would demonstrate significant improvements over time upon contact outcome variables, in this case self-disclosure, compared to both the SEP and non SEP intervention control groups. However, pairwise comparisons did not show any significant differences between the groups over time, therefore H1 was not met. No separate effects of pupil intervention groups $F(4, 143)=.72$, p=.580, η^2=.02 (Observed power= .23) or time $F(1, 143)=.11$, p=.741,

η^2=.00 (Observed power= .06) was observed on self-disclosure. See below table of means.

As the responses did not demonstrate normality a Wilcoxon matched-pairs signed-ranks test was carried out to assess if any significant differences existed between the intervention groups over time. There were no obvious outliers. The Wilcoxon matched-pairs signed-ranks test revealed a significant effect of Time for the Non SEP Control group and a marginally significant effect of Time for the SEP Peer talk group, SEP Writing $Z(1, 41)= -.20$, $p=.845$, SEP Drama $Z(1, 15)= -1.24$, $p=.215$. SEP Peer talk $Z(1, 11)= -1.89$, $p=.058$, SEP Control $Z(1, 28)= -.26$, $p=.793$, Non SEP Control $Z(1, 53)= -2.83$, $p=.005$.

For the SEP Peer talk group self-disclosure scores were significantly lower at Time Three compared to than Time one, and the Non SEP Control self-disclosure scores were significantly higher at Time Three compared to than Time one (see Table 35). As the scores did not improve in the intervention groups over time, H1 was not met.

Table 35

Means and Standard Deviations of Self-disclosure at T1 and T3

Pupil intervention group	Time one			Time three		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	3.12	1.47	41	3.16	1.49	41
SEP Drama	2.83	1.13	15	3.27	1.19	15
SEP Peer Talk	3.27	1.25	11	2.32	1.23	11
SEP Control	3.46	1.32	28	3.43	1.40	28
Non SEP Control	3.07	1.21	53	3.42	1.25	53

Intergroup prejudice

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was marginally significant at T3 (T1 p=.287, T3 p=.047), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on intergroup prejudice $F(4, 144)=.93$, p=.448, η^2=.03 (Observed power= .29), therefore H1 was not met. No separate effect of pupil intervention groups $F(4, 144)=1.79$, p=.135, η^2=.05 (Observed power= .53) was observed on intergroup prejudice. While an effect of time $F(1, 144)=4.77$, p=.031, η^2=.03 (Observed power= .58) was

observed on this measure, this result alone does not meet the conditions of the hypothesis. See below table of means.

Table 36

Means and Standard Deviations of Intergroup Prejudice at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	2.54	1.25	41	2.76	1.65	41
SEP Drama	2.51	1.12	15	2.80	1.23	15
SEP Peer Talk	2.88	.81	11	3.39	1.22	11
SEP Control	2.22	1.20	28	2.13	1.27	28
Non SEP Control	2.36	1.05	54	2.47	1.10	54

Intergroup uncertainty

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was marginally significant at T3 (T1 p=.823, T3 p=.053), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on intergroup uncertainty $F(4, 125)=2.08$, p=.087, η^2=.07 (Observed power= .61),

therefore H1 was not met. No separate effect of pupil intervention groups $F(4, 125)=2.12$, $p=.082$, $\eta^2=.07$ (Observed power= .62) was observed on intergroup uncertainty. While a marginal effect of time $F(1, 125)=3.65$, $p=.058$, $\eta^2=.03$ (Observed power= .47) was observed on this measure, this result alone does not meet the conditions of the hypothesis. See below table of means.

Table 37

Means and Standard Deviations of Intergroup Uncertainty at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	2.88	.96	33	3.68	1.52	33
SEP Drama	2.79	1.03	14	2.54	1.37	14
SEP Peer Talk	2.50	1.22	10	2.25	.92	10
SEP Control	2.41	.98	22	2.86	1.55	22
Non SEP Control	2.43	1.05	51	3.21	1.81	51

Subjects talked about

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was significant at T3, and marginally significant at T1 (T1 $p=.048$, T3 $p=.004$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on subjects talked about $F(4, 142)=.82$, $p=.513$, $\eta^2=.02$ (Observed power= .26), therefore H1 was not met. No separate effects of pupil intervention groups (4, 142)=2.19, $p=.073$, $\eta^2=.06$ (Observed power= .63) or time $F(1, 142)=.10$, $p=.748$, $\eta^2=.00$ (Observed power= .06) was observed on subjects talked about. See below table of means.

Table 38

Means and Standard Deviations of Subjects Talked About at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	2.90	1.45	39	3.12	1.94	39
SEP Drama	3.33	1.59	15	3.22	1.90	15
SEP Peer Talk	1.85	.58	11	2.34	.86	11
SEP Control	3.00	1.39	28	2.98	1.69	28
Non SEP Control	2.80	1.22	54	2.50	1.24	54

Subjects talked about - Sport

Factor and Cronbach's analysis (Appendix Six) indicated that this variable should be analysed separately from the other items in the subjects talked about scale. Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was marginally significant at T3 (T1 $p=.818$, T3 $p=.045$), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction

produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on subjects talked about - sport $F(4, 144)=.54$, $p=.704$, $\eta^2=.02$ (Observed power= .18), therefore H1 was not met. No separate effects of pupil intervention groups ($F(4, 144)=.43$, $p=.786$, $\eta^2=.01$ (Observed power= .15) or time $F(1, 144)=.72$, p=.396, $\eta^2=.01$ (Observed power= .14) was observed on subjects talked about - sport. See below table of means.

Table 39

Means and Standard Deviations of Subjects Talked About - Sport at T1 and T3

Pupil intervention group	**Time one**			**Time three**		
	M	***SD***	***N***	***M***	***SD***	***N***
SEP Writing	4.74	2.05	54	4.44	2.32	54
SEP Drama	4.20	2.27	41	4.41	2.40	41
SEP Peer Talk	4.33	2.06	15	4.67	1.72	15
SEP Control	3.73	2.37	11	4.36	1.63	11
Non SEP Control	4.68	2.21	28	4.79	2.19	28

Hypothesis two testing

H2: Pre-contact interventions will improve attitudes towards intergroup contact outcomes for all pupils, both those with and without expectations of future intergroup contact.

To test H2, an interaction effect was sought between time (T1 and T2) and intervention groups, wherein the intervention groups should demonstrate significant improvements upon contact outcome variables compared to the control group.

Additionally, it was planned that if H2 was met, differences between the effects of the interventions would be investigated, to determine which intervention was most successful. Where more than one intervention produced a significant improvement on a variable, the effect sizes would be used to judge the more successful intervention.

Positive outgroup attitudes

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 p=.409, T2 p=.434).

No interaction effect of pupil intervention groups and time was observed on positive outgroup attitudes $F(3, 353)=2.19$, p=.089, η^2=.02 (Observed power= .56), therefore H2 was not met. No separate effects of pupil intervention groups $F(3, 353)=1.77$, p=.154, η^2=.02 (Observed power= .46) or time $F(1, 353)=.08$, p=.777, η^2=.00 (Observed power= .06) was observed on positive outgroup attitudes. See below table of means.

Table 40

Means and Standard Deviations of Positive Intergroup Attitudes at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	3.45	.88	60	3.43	.88	60
Drama	3.63	.66	103	3.53	.75	103
Peer Talk	3.36	.73	68	3.51	.76	68
Control	3.66	.80	126	3.59	.72	126

Negative outgroup attitudes

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was significant at T1 and marginally significant at T2 (T1 p=.018, T2 p=.053), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

No interaction effect of pupil intervention groups and time was observed on negative outgroup attitudes $F(3, 350)=.42$, $p=.737$, $\eta^2=.00$ (Observed power= .13), therefore H2 was not met. No separate effects of pupil intervention groups $F(3, 350)=1.67$, p=.174, $\eta^2=.01$ (Observed power= .44) or time $F(1, 350)=1.28$, $p=.280$, $\eta^2=.00$ (Observed power= .13) was observed on negative outgroup attitudes. See below table of means.

Table 41

Means and Standard Deviations of Negative Intergroup Attitudes at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.30	.81	60	2.28	.81	60
Drama	2.13	.59	102	2.20	.61	102
Peer Talk	2.27	.62	67	2.29	.75	67
Control	2.08	.59	125	2.17	.63	125

Approach behaviour

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 p=.393, T2 p=.426).

No interaction effect of pupil intervention groups and time was observed on approach behaviour $F(3, 360)=2.06$, p=.105, η^2=.02 (Observed power= .53), therefore H2 was not met. While separate effects of pupil intervention groups $F(3, 360)=7.54$, p<.001, η^2=.06 (Observed power= .99) and of time $F(1, 360)=10.01$, p=.002, η^2=.03 (Observed power= .88) were observed on this measure, these results alone do not meet the conditions of the hypothesis. See below table of means.

Table 42

Means and Standard Deviations of Approach Behaviour at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.95	1.24	63	3.05	1.48	63
Drama	3.49	1.14	104	3.87	1.24	104
Peer Talk	3.16	1.10	67	3.16	1.11	67
Control	3.47	1.10	130	3.71	1.20	130

Intergroup trust

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 p=.924, T2 p=.168).

No interaction effect of pupil intervention groups and time was observed on intergroup trust $F(3, 360)=1.65$, p=.177, η^2=.01 (Observed power= .43), therefore H2 was not met. While separate effects of pupil intervention groups $F(3, 360)=6.44$, p<.001, η^2=.05 (Observed power= .97) and of time $F(1, 360)=3.97$, p=.047, η^2=.01 (Observed power= .51) were observed on this measure, these results alone do not meet the conditions of the hypothesis. See below table of means.

Table 43

Means and Standard Deviations of Intergroup Trust at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	4.50	1.37	63	4.21	1.42	63
Drama	5.20	1.33	104	5.01	1.43	104
Peer Talk	4.76	1.36	67	4.75	1.24	67
Control	5.10	1.39	130	5.12	1.32	130

Intergroup anxiety

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was non-significant at both times (T1 p=.940, T2 p=.502).

No interaction effect of pupil intervention groups and time was observed on intergroup anxiety $F(3, 349)=1.75$, p=.157, η^2=.02 (Observed power= .46), therefore H2 was not met. While separate effects of pupil intervention groups $F(3, 349)=4.14$, p=.007, η^2=.04 (Observed power= .85) and of time $F(1, 349)=5.53$, p=.019, η^2=.02 (Observed power= .65) were observed on this measure, these results alone do not meet the conditions of the hypothesis. See below table of means.

Table 44

Means and Standard Deviations of Intergroup Anxiety at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	3.32	1.09	56	3.37	1.17	56
Drama	3.02	1.07	104	2.87	1.02	104
Peer Talk	3.40	1.07	65	3.11	.99	65
Control	2.93	1.08	128	2.86	1.08	128

Self-disclosure

Responses to questions in this category did not demonstrate normality (p values <.001). Levene's test was significant at both times (T1 p=.033, T2 p=.032), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

An interaction effect of pupil intervention groups and time was observed on self-disclosure $F(3, 341)=23.09$, $p<.001$, $\eta^2=.20$ (Observed power= 1.00). However, as the table of means shows self-disclosure levels decreased across all groups, so H2 was not met.

While separate effects of pupil intervention groups $F(3, 341)=6.66$, $p<.001$, $\eta^2=.06$ (Observed power= .97) and of time $F(1, 341)=43.03$, $p<.001$, $\eta^2=.20$ (Observed

power= 1.00) were observed on this measure, these results alone do not meet the conditions of the hypothesis. See below table of means.

Table 45

Means and Standard Deviations of Self-disclosure at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.64	1.48	56	2.58	1.29	56
Drama	3.32	1.29	104	3.28	1.30	104
Peer Talk	3.28	1.15	58	2.06	.99	58
Control	3.18	1.26	127	3.06	1.21	127

Intergroup prejudice

Responses to questions in this category did not demonstrate normality (*p* values <.001). Levene's test was non-significant at both times (T1 *p*=.075, T2 *p*=.598).

No interaction effect of pupil intervention groups and time was observed on intergroup prejudice $F(3, 346)=.52$, $p=.669$, $\eta^2=.00$ (Observed power= .16), therefore H2 was not met. While separate effects of pupil intervention groups $F(3, 346)=5.68$, $p=.001$, $\eta^2=.05$ (Observed power= .95) and of time $F(1, 346)=14.21$, $p<.001$, $\eta^2=.04$ (Observed power= .96) were observed on this measure, these results alone do not meet the conditions of the hypothesis. See below table of means.

Table 46

Means and Standard Deviations of Intergroup Prejudice at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.95	1.42	52	3.21	1.34	52
Drama	2.31	1.06	102	2.43	1.17	102
Peer Talk	2.70	1.12	66	2.82	1.35	66
Control	2.34	1.19	130	2.55	1.27	130

Intergroup uncertainty

Responses to questions in this category did not demonstrate normality (*p* values <.001). Levene's test was non-significant at both times (T1 *p*=.550, T2 *p*=.690).

No interaction effect of pupil intervention groups and time was observed on intergroup uncertainty $F(3, 331)=2.31$, $p=.076$, $\eta^2=.02$ (Observed power= .58), therefore H2 was not met. No separate effects of pupil intervention groups $F(3, 331)=2.06$, $p=.105$, $\eta^2=.02$ (Observed power= .53) or time $F(1, 331)=.77$, $p=.380$, $\eta^2=.00$ (Observed power= .14) was observed on intergroup uncertainty. See below table of means.

Table 47

Means and Standard Deviations of Intergroup Uncertainty at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.50	1.26	46	2.84	1.15	46
Drama	2.32	1.07	100	2.38	1.11	100
Peer Talk	2.70	1.09	64	2.50	1.06	64
Control	2.35	1.13	125	2.36	.99	125

Subjects talked about

Responses to questions in this category did not demonstrate normality (*p* values <.001). Levene's test was non-significant at both times (T1 *p*=.219, T2 *p*=.597).

No interaction effect of pupil intervention groups and time was observed on subjects talked about $F(3, 343)=.87$, $p=.457$, $\eta^2=.01$ (Observed power= .24), therefore H2 was not met. No separate effects of pupil intervention groups $F(3, 343)=1.24$, $p=.297$, $\eta^2=.01$ (Observed power= .33) or time $F(1, 343)=.98$, $p=.324$, $\eta^2=.00$ (Observed power= .17) was observed on subjects talked about. See below table of means.

Table 48

Means and Standard Deviations of Subjects Talked About at T1 and T2

Pupil intervention group	Time one			Time two		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.91	1.63	48	3.10	1.70	48
Drama	2.80	1.52	103	2.67	1.49	103
Peer Talk	2.49	1.81	66	2.65	1.36	66
Control	2.60	1.35	130	2.70	1.47	130

Subjects talked about - Sport

Factor and Cronbach's analysis (Appendix Six) indicated that this variable should be analysed separately from the other items in the subjects talked about scale. Responses to questions in this category did not demonstrate normality (*p* values <.001). Levene's test was non-significant at T2 only (T1 p=.005, T2 p=.190), therefore the results below reflect the Greenhouse-Geisser correction. The Greenhouse-Geisser correction produced the same results as the uncorrected analysis, which indicates the Levene's test was not performing well.

An interaction effect of pupil intervention groups and time was observed on 'subjects talked about – sport' $F(3, 365)=4.03$, p=.008, η^2=.03 (Observed power= .84). It was expected (H2) that the intervention groups would demonstrate significant improvements over time upon the contact outcome variable, in this case, willingness to discuss the subject of sport, compared to the control group. Pairwise comparisons

revealed a significant difference in scores between the Control group and the Writing intervention group. Separate effects of pupil intervention groups $F(3, 365)=11.10$, $p<.001$, $\eta^2=.09$ (Observed power= .99) and time $F(1, 365)=14.88$, $p<.001$, $\eta^2=.04$ (Observed power= .97) were observed on subjects talked about - sport. Pairwise comparisons revealed that participants in the Writing group reported a significant increase in subjects talked about – sport scores T1 ($M=2.86$, $SD=2.61$), T2 ($M=3.28$, $SD=2.20$), $F(1, 193)=18.43$, $p=.003$, compared to a decrease in the Control condition T1 ($M=4.65$, $SD=2.14$), T2 ($M=3.41$, $SD=2.00$) so H2 was met. Pairwise comparisons also revealed scores at T1 to be higher than T2 overall; T1 ($M=4.45$, $SD=2.31$) vs. T2 ($M=3.78$, $SD=2.16$). See below table of means.

Additional analysis was undertaken within the intervention groups to determine if the intervention had significantly improved willingness to discuss sport with outgroup members, compared to the baseline. As the responses did not demonstrate normality a Wilcoxon matched-pairs signed-ranks test was carried out to assess if any significant differences existed between the intervention groups over time. There were no obvious outliers. The Wilcoxon matched-pairs signed-ranks test revealed a significant effect of Time for the Drama and Control groups, Writing $Z(1, 65)= -.91$, $p=.363$, Drama $Z(1, 105)= -3.71$, $p<.001$. Peer talk $Z(1, 69)= -1.60$, $p=.108$, Control $Z(1, 130)= -5.57$, $p<.001$.

For both the Drama and Control group, Subjects talked about – sport scores were significantly lower at Time Two compared to Time one (see Table 49). As the scores did not improve in the intervention groups over time, H2 was not met.

Table 49

Means and Standard Deviations of Subjects Talked About – Sport at T1 and T2

Pupil intervention group	**Time one**			**Time two**		
	M	***SD***	***N***	***M***	***SD***	***N***
Writing	2.86	2.61	65	3.28	2.20	65
Drama	5.02	2.05	105	4.18	2.22	105
Peer Talk	4.70	2.12	69	4.33	2.13	69
Control	4.65	2.14	130	3.41	2.00	130

Further analysis of new measures

As this study made use of two new measures of attitudes and behaviour their initial baseline findings are presented, as they provide a novel insight into intergroup relations for young people in Northern Ireland. Arguably, only from an understanding of the pre-intervention state of intergroup relations can effective solutions be derived.

Subjects talked about

The mean, mode and range of the scale is presented for T1 for each individual item below. Pupils displayed the poorest baseline results on this measure, despite reporting moderately high levels of prior intergroup contact. This may be due to the common avoidance of discussions of difference as highlighted in Chapter Four, as such subjects are perceived as having potential to cause offense or challenge the views of others. Loader's (2015) work marked a distinction between more and less

contentious topics, so results for each of the individual subject measures in the scale are presented from most to least likely to be talked about, to investigate how closely they match these expectations.

Table 50

Descriptive statistics 'Subjects talked about'

How likely participants would be to talk with an outgroup member about;	**Mean score**	**Mode**	**Range**	**Comment**
Sport and sports teams.	4.59	7 'Likely' (rounded total 26.5%)	6 (complete)	On a scale of 1-7 these results indicate a fairly high likelihood of conversation about sport.
Events like St Patrick's day or the Twelfth of July.	3.23	1 'Not likely at all' (rounded total 30.3%)	6 (complete)	On a scale of 1-7 these results indicate a moderate likelihood of conversation about cultural events.
Being British, Irish or Northern Irish.	3.12	1 'Not likely at all' (rounded total 30.8%)	6 (complete)	On a scale of 1-7 these results indicate a moderate likelihood of conversation about nationality.

How likely participants would be to talk with an outgroup member about;	**Mean score**	**Mode**	**Range**	**Comment**
Religion	2.85	1 'Not likely at all' (rounded total 34.2%)	6 (complete)	On a scale of 1-7 these results indicate a fairly low likelihood of conversation about religion.
The Irish language	2.82	1 'Not likely at all' (rounded total 38.0%)	6 (complete)	On a scale of 1-7 these results indicate a fairly low likelihood of conversation about the Irish language.
Issues like the flag protest	2.58	1 'Not likely at all' (rounded total 43.2%)	6 (complete)	On a scale of 1-7 these results indicate a fairly low likelihood of conversation about contentious intergroup issues.

How likely participants would be to talk with an outgroup member about;	**Mean score**	**Mode**	**Range**	**Comment**
Past trouble in Northern Ireland	2.57	1 'Not likely at all' (rounded total 42.7%)	6 (complete)	On a scale of 1-7 these results indicate a fairly low likelihood of conversation about 'the Troubles'.
How your community is treated better or worse than their community	2.45	1 'Not likely at all' (rounded total 44.8%)	6 (Complete)	On a scale of 1-7 these results indicate a fairly low likelihood of conversation about intergroup inequality.
Support for a political party (e.g. DUP, Sinn Fein)	2.35	1 'Not likely at all' (rounded total 47.0%)	6 (Complete)	On a scale of 1-7 these results indicate a fairly low likelihood of conversation about political affiliation.

Responses to these items largely matched Loader's (2015) findings of more and less controversially perceived, and therefore avoided, topics. Loader (2015) identified that political issues including the flag protest and nationality, conflict between the communities, and the Irish language are viewed as more controversial and discussed

less during intergroup contact, while religious and cultural differences, including sports and celebrations like St Patrick's Day are viewed as more acceptable. The current results deviated only slightly from these expectations as religion appeared to be viewed as a less acceptable topic of intergroup conversation than nationality.

A Kruskal-Wallis H Test was carried out by Subjects talked about item, to investigate the differences in baseline (T1) responses between the variables, as the scale did not demonstrate normality (for all $p<.001$). Although there were 201 participants, not all participants responded to all nine items, and the data was input in long form, therefore there were 1661 responses. The Kruskal-Wallis H Test revealed a significant effect of questionnaire item or 'Subject' $\chi^2(8, 1661) = 152.38$, $p<.001$. Pairwise comparisons revealed participants were significantly more likely to talk about Sports with outgroup members than all other Subjects, as shown below. Additionally, participants were significantly less likely to talk about Politics or Intergroup inequality than less controversially perceived topics such as Nationality or Cultural events.

Table 51

Pairwise comparisons between 'Subjects talked about'

Item	**Other items (biggest to smallest mean difference)**
Sport and sports teams (*Mean* =4.59, *SD*= 2.12)	Politics (*Mean* =2.35, *SD*= 1.65, *p*<.001, *Mean difference* = -2.24). Inequality (*Mean* =2.45, *SD*= 1.65, *p*<.001, *Mean difference* = -2.14). Past trouble (*Mean* =2.57, *SD*= 1.80, *p*<.001, *Mean difference* = -2.02). Flag protest (*Mean* =2.58, *SD*= 1.81, *p*<.001, *Mean difference* = -2.01). Irish (*Mean* =2.82, *SD*= 1.89, *p*<.001, *Mean difference* = -1.77). Religion (*Mean* =2.85, *SD*= 1.80, *p*<.001, *Mean difference* = -1.74). Nationality (*Mean* =3.12, *SD*= 1.89, *p*<.001, *Mean difference* = -1.47). Events (*Mean* =3.23, *SD*= 2.02, *p*<.001, *Mean difference* = -1.36).
Politics (*Mean* =2.35, *SD*= 1.65)	Events (*Mean* =3.23, *SD*= 2.02, *p*=.001, *Mean difference* = .88). Nationality (*Mean* =3.12, *SD*= 1.89, *p*=.003, *Mean difference* = .77).

Item	**Other items (biggest to smallest mean difference)**
Inequality (*Mean* =2.45, *SD*= 1.65)	Events (*Mean* =3.23, *SD*= 2.02, *p*=.007, *Mean difference* = .78). Nationality (*Mean* =3.12, *SD*= 1.89, *p*=.025, *Mean difference* = .67).

From these findings it can be concluded that Sports are considered the easiest topic with possible intergroup controversy for members of the communities to talk about, although given this item's exclusion from the overall 'Subjects talked about scale' it is possible that many young people do not perceive controversy around the subject at all. Conversely, Politics and perceived Intergroup inequalities appear to be the most avoided topics. It was noted in Chapter Four that while Loader's (2015) participants found sport to be less problematic as other discussions of intergroup difference, pupils in the current Interview and focus group study highlighted sports team clothing as a negative identity marker which adults encouraged them to avoid in intergroup settings. However, the current findings lend support to the notion that identity markers relating to sport are not viewed negatively by young people, and do not carry the same associations as they do for adults. The finding that political topics, including discussions of intergroup competition and inequality, seem the least acceptable also supports ideas found within the 'Culture of offense and argument' theme identified in Chapter Four, that highlighting such differences may disrupt the peace within Northern Ireland, or at least cause considerable tension and discomfort. This was especially exemplified by **Extract 10.201**'s (p.177) reference to

> 'non-political politics' […]where they're afraid […]to talk about the politics in case the whole thing falls apart.'

Yet, it is interesting to note that past conflict between the communities was not significantly less talked about than other Subjects. Young people, born post-conflict, may view a distinction between the intergroup conflict of the past, and more current difficulties of negotiating differing cultural and political views. It is also interesting that given the longstanding differing opinions of Catholics and Protestants on issues of politics, intergroup status and 'Troubles' events highlighted in Chapter one, exploratory Kruskal-Wallis H Tests carried out on each of these variables found no significant differences according to community identity on the types of issues pupils felt comfortable discussing.

Cost-Benefit Selection

T1 Descriptive Cost-Benefit Section results

The below table shows the frequency of selection for the Cost-Benefit options, in order of most to least selected. Note that as up to three options could be selected, percentages do not equate to 100%.

Table 52

Frequency of Cost-Benefit choices at Time one

Item	**Number of Times Selected**
Benefit D. I am a friendly person (or I want to be) so I will be friendly to people from any group.	267 (56%)
Benefit G. Meeting different people helps me know more about the world and brings new opportunities.	227 (48%)
Benefit B. I could make a good friend and I don't want to miss out on that.	226 (48%)
Cost F. I am too afraid of saying the wrong thing and offending them or showing differences between us	137 (29%)
Cost C. I feel happier in my friendship group, than going to try to talk to them.	103 (22%)
Cost H. I am worried about what they will think of me, or what my own group will think of me.	100 (21%)
Benefit E. I am curious about them and the way they live.	92 (20%)
Cost A. There is no point because we will never be close friends.	52 (11%)

Of 473 participants, the majority 267 (56%) selected Benefit D, and only 52 (115) selected Cost A. This response indicates not only a greater bias towards contact

Benefits, but also the importance of the theme of friendship, and promoting friendliness as part of one's identity, within contact experiences. This emphasis on friendship benefits may be due to the increasing importance of friendships and peer relationships for this age-group emotionally (Buhrmester, 1990) and in terms of identity-formation (Brown, Eicher & Petrie, 1986). These selections also show an absence of pessimism for the overall outcome of outgroup friendships.

Discussion

The aim of this study was to test the effectiveness of imagined and extended contact interventions on improving intergroup attitudes and behaviours of Catholic and Protestant pupils in Northern Irish schools, specifically in preparation for Shared Education. This was carried out by comparing the effects of the SEP intervention groups against the SEP and non-SEP control groups, across a battery of intergroup attitude and behaviour measures. Additionally, the interventions were compared without the SEP and non-SEP distinctions against the Control group to determine if the interventions produced the desired effects within the general population of Northern Irish post-primary pupils.

Non-significant results

This study unexpectedly produced a large number of non-significant results. Even where significant interaction effects were observed, further analysis of pairwise comparisons did not indicate significant differences between intervention and control groups as hypothesised.

H1 for this study stated that pre-contact interventions would increase the effectiveness of intergroup contact outcomes for pupils in the Shared Education Programme. There were no significant interaction effects observed between intervention group and time for any of the intergroup variables tested. While there were significant effects of time for intergroup prejudice and intergroup uncertainty, and separate effects of intervention group and time for approach behaviour, these did not support the study hypotheses. A significant effect of time alone indicated that attitude changes occurred over time even without the influence of the interventions. A significant effect of intervention group alone indicated differences in the groups which were not attributable to interventions, as they did not improve across the pre-post intervention timespan.

H2 for this study stated that pre-contact interventions would improve attitudes towards intergroup contact outcomes for all pupils, both those with and without expectations of future intergroup contact. As before, there were numerous non-interaction significant effects of time and group, on intergroup trust, intergroup anxiety, self-disclosure, and intergroup prejudice. There was only one significant interaction effect recorded for the 'Subjects talked about – Sport' item. Participants in the Writing group reported a significant increase in subjects talked about – sport scores T1 (M=2.86, SD=2.61), T2 (M=3.28, SD=2.20), F(1, 193)=18.43, p=.003, compared to a decrease in the Control condition T1 (M=4.65, SD=2.14), T2 (M=3.41, SD=2.00). This indicated that over time, participants in the Writing group were significantly happier to discuss Sport with outgroup members after taking part in the intervention, whereas those in the Control group were significantly less comfortable doing so across the same timespan. The 'Subjects talked about – Sport' item had been omitted from the general 'Subjects talked about' scale as participants were much happier talking about this topic

overall. Given the special treatment of this stand-alone item, this effect should be viewed with caution, especially as the main 'Subjects talk about' variable did not show significant results. Yet it is noted in the descriptive results, Northern Irish intergroup topics may fall along a scale or controversy with the possibility of gradually working to more problematic topics once positive contact is established (Loader, 2015). The increase in the level of comfort discussing a less controversial intergroup topic like sport for the Writing group may therefore be a useful first step in breaking down further cross-community conversational inhibitions.

As the literature review details numerous successful studies within similar contexts it seems unreasonable to assume that imagined and extended cannot be successfully applied as interventions. Instead the specific context of this study or limitations of the research design may have inhibited the effects. Possible limitations of this study are proposed below, and then further expanded upon when considering issues in the overall research design and analysis of the thesis in the Discussion chapter.

One of the biggest inhibitors to this study's success is likely to have been the depletion of the sample size across the conditions. 21% of the original 467 Catholic and Protestant participants who completed the intervention did not complete the second questionnaire, and 51% of the original sample did not complete the T3 follow-up questionnaire. This meant the final sample size dropped considerably below the recommended level of 383 in both analyses, with final samples of 369 and 227 respectively. Additionally, not all items were completed by all participants, meaning that missing data depleted the sample further across the variables. The overall power of these analyses was likely to have been affected by this dropout, given the wide range of observed power reported (range from .05 to .99). As the pattern of dropout could not be pre-empted the resulting spread of participants across

the conditions was uneven, with participants in each condition ranging from N=90 (SEP Drama) to N=11 (non-SEP Control) which may also have affected the reliability of the results, especially for the smaller groups.

Yet, the research sampling design comprised numerous factors in its favour. The initial sample of 557 was much larger than the originally planned sample of between 383 and 480, which was intended to buffer against the likelihood of participant dropout. Although this was a reasonable strategy, had this original number been rigidly adhered to, the final sample may not have been useable. For four of the eight conditions — 4 interventions x 2 school types, there was often participation from more than one school, for example when both sides of an SEP partnership completed the same activity, although this was not possible for SEP Drama as a school withdrew from the research. Two non-SEP schools completed the Peer talk intervention. This particular intervention was duplicated as it carried greater risk of non-completion, for example if the peer speaker was absent within the research timeframe. This allowed for greater variation in the sample for each of the groups, aiding the generalisability of the results. The study also sampled from a variety of locations in Northern Ireland, increasing the representativeness of the sample to aid the findings' generalisability within Northern Ireland.

Despite sampling a range of areas and backgrounds for this study, it was observed that participants' baseline attitudes were already somewhat positive across each of the variables (see tables of means), although the range of responses to each of these questions were wide, often spanning the entire opinion scales and room for improvement remained. Although it is clear from ongoing intergroup tensions and segregation reported in the literature review, and the intergroup anxiety and avoidance highlighted in the interview and focus group study that work is still

necessary to improve intergroup relations in Northern Ireland, the atmosphere of conflict may be dissipating over time. Young people born after the Belfast Agreement may be less disposed to negative intergroup attitudes, therefore intervention work may be less necessary and have less effect as time goes on. Indeed, thematic analysis in Chapter Four identified the theme 'Some young people don't understand or have awareness of community divisions, or view them as important.' However, this theme also highlighted that intergroup biases can persist even when individuals are unaware or unaccepting of their influence. Given that the entire range of responses were selected for each variable, it is clear that negative intergroup attitudes persist for some young people, and intervention work remains necessary while this is the case. Future research may benefit from pre-screening intergroup attitudes of a potential sample so that only those with the most negative attitudes are included, as intervention effects for those most needful of them may be masked by those less so. This could not be carried out in the current study without further severely depleting the sample.

The aforementioned theme 'Some young people don't understand or have awareness of community divisions, or view them as important' and the high percentage of participants in the pilot intervention study who did not designate as Catholic or Protestant, indicated that participation in these study may have been the first time participants had considered intergroup identities and relations in depth. Consequently, these young people may have only began forming their views on these issues. During this crucial time, it is possible that their attitudes may have naturally fluctuated, especially between the sessions only a week or two apart which would have impacted upon the measurable effects of the interventions. Future research may consider measuring participants' prior levels of intergroup consideration. It is

documented that completing questionnaires on attitudes and future behaviours can influence actual future behaviour, the 'question-behaviour effect' (Wood et al., 2016) or 'mere-measurement effect' (Levav & Fitzsimons, 2006; Sprott et al., 2006). Further, Levav and Fitzsimons (2006) found that wording which allows a socially acceptable behaviour to be easily imagined creates greater actual behaviour alteration. As intergroup imagined scenarios were the bases of two of the interventions, the item 'Thought' was included in the questionnaire to identify and remove any confounding intergroup imagination effects of the questionnaire on the Control group. Yet, the 'Thought' item asked if participants had thought about the outgroup any more than usual since the last questionnaire, whereas the thought process ongoing during actual questionnaire completion may also be influential and may have been unaccounted for. A strength of this research was the inclusion of a wide range of control variables, such as the 'Thought' item, yet these also posed challenges detailed further in the next chapter.

Although the 'Thought' control variable should have helped to deal with this issue, it is possible that pupils were not aware enough of their thoughts about the outgroup either before or during the study, to answer this question accurately. It was also possible that pupils guessed the purpose of the study, and due to perceptions of social desirability (King & Bruner, 2000), pupils wanted to present themselves positively from the first questionnaire onward. Therefore, little change would have been observed in intergroup attitude scores.

Some aspects of the design and application of the intergroup contact theories may have also inhibited their potential positive effects. The peer marking aspect of the imagined contact tasks has already been raised in the Methodology chapter, as creating a potential source of anxiety within the task. Exploration of the proposed

writing, art and drama tasks in the interview and focus group study indicated that participation the drama task in particular may raise pupil anxieties about their abilities being judged. If anxiety was raised by the performance aspect of the drama-based imagined contact task, or by the peer assessment of either of the imagined contact tasks, this may inhibit their effectiveness in improving intergroup attitudes. Birtel and Crisp (2012a) found that imagining contact requires greater cognitive effort and may therefore be less effective for those with prior high intergroup anxiety. While no studies have investigated the impact of other sources of anxiety on the success of imagined contact, it is possible that the anxiety of performing or being assessed could inhibit imagined contact similarly. One potential solution to this for the writing task may have been to anonymise the pupils' work, although in doing so, the engagement and focus the pupils may have gained from the knowledge their work would be assessed may have been lost. Anxiety over participating in Drama tasks was also highlighted in the 'Individual differences' theme of the Interview and focus group study **(**Extract 6.45, p.224**)**. The influence of individual differences in task enjoyment was one of the reasons varied intervention activities were trialled. In an ideal situation, interventions would be tailored to each individual's abilities and preferences, but this was not possible for the current study. Instead, the current research aimed to test the effectiveness of the interventions on encouraging Shared Education contact, acknowledging the strengths and drawbacks of each method. Turner, Dhont, Hewstone, Prestwich and Vonofakou (2013) found that personality factors could impact on intergroup attitudes through different mechanisms. For example, more extroverted individuals showed significantly greater propensity towards intergroup friendships, which in turn lead to significantly more positive outgroup attitudes. Individuals who were more open to new experiences were

significantly less anxious about contact experiences which also lead to significantly more positive outgroup attitudes. Vezzali, Turner, Capozza and Trifiletti (2018) also found a bi-directional relationship between greater agreeableness and openness to experience, and contact quality. This recent work on the role of personality in intergroup contact lends support to the idea that varied contact intervention methods may be required to suit individual needs. Those who are less open to new experiences, or less extroverted, may gain greater benefit from indirect contact interventions, particularly in reducing intergroup anxieties, before direct contact occurs. Those who score higher on these traits may show more positive attitudes resulting from direct contact, but show little indirect contact effects. As the personality traits of participants were not measured as part of the current research, it is not known to what extent personality contributed to the lack of significant intervention effects.

The length of the questionnaire and time needed to complete the imagined contact tasks may have reduced pupil's motivation and engagement in the tasks. Although the pilot intervention study had aimed to these issues, the alterations made may not have been enough to do so. Pupils may not have read and answered the questionnaires carefully, especially the latter questions on intergroup prejudice and uncertainty, if the survey length created fatigue. As the questionnaire had been altered to prevent the positive or negative direction of the scales changing, acquiescence bias (see Bowling, 2005), where pupils consistently choose an option which appears to agree with the questionnaire statement, was a possibility. This particular issue could have been particularly influential on the lack of significant results, as a lack of engagement with the research was cited as a potential hindrance to a previous imagined contact study in Northern Ireland (see Methodology).

While this research aimed to sample pupils from a wide range of backgrounds, it is possible that the geographical limitations, such as all the schools being in urban areas mostly in the East of Northern Ireland, and that the sample broadly came from Protestant communities (70-80%) affected the interventions' success. The schools that opted to participate in the research may also have done so due to having greater openness to the concept of intergroup contact, than others. This is likely to be particularly true for the SEP schools, which made up the majority of the sample (64% schools, 40-60% pupils). Within these schools, concepts of diversity, respect and engagement with people from other backgrounds may be promoted, which may explain the positive baseline results across the intergroup variables.

Although practical issues may have been the main contributor to these non-significant results, the findings raise some implications for the theories applied. These are addressed in the Discussion chapter.

Descriptive results

Despite the limitations of the main study, its design and execution resulted in the creation and testing of two novel variables; Subjects talked about, and Cost-Benefit selection.

The 'Subjects talked about' item is the first to assess the findings of Loader's (2015) qualitative analysis of the discussion and avoidance of intergroup subjects by young people. Loader's (2015) interpretation was supported by the pattern of descriptive results, and analysis of significant differences between discussion likelihood of particular topics. However, Loader (2015) identified a single distinction between issues including the flag protest and nationality, conflict between the communities, and the Irish language, compared to religious and cultural differences, including

sports and celebrations like St Patrick's Day, as respectively more and less controversial subjects. Yet, the current analysis appeared to indicate multiple levels of discussion likelihood, as the least likely subjects; Politics, and Intergroup inequality, each significantly differed from the second most likely topics of Nationality and Cultural events. The remaining subjects shared a middle, moderately discussed position in the rankings, with the exception of Sport, which appeared to be granted an entirely different status as significantly more likely to be discussed than each of the other subjects. Religion also appeared to be viewed as a slightly less acceptable topic of intergroup conversation than nationality, defying Loader's original categorisation. Nonetheless, this analysis lends support to the notion that particular aspects of intergroup difference are discussed and avoided to varying degrees, and demonstrates the overall pattern of discussion likelihood.

The Cost-Benefit selection results provide unique insight into the reasoning process which results in intergroup contact or avoidance. A variety of costs and benefits were identified through thematic analysis either directly relating to contact or additional opportunities or problems created by contact. The majority of participants (56%) selected Benefit D 'Showing friendliness'. This is unsurprising given the emphasis on intergroup friendship in the contact literature (Feddes, Noack & Rutland, 2009; Pettigrew 1998; Titzmann, Brenick, & Silbereisen, 2015; Turner & Cameron, 2016) and the importance of peers to this age-group (Brown et al., 1986; Buhrmester, 1990) as well as the identified themes 'Culture of offense and argument' and 'Subjects talked about'. This response indicates not only a greater bias towards contact Benefits, but also the importance of the theme of friendship, and promoting friendliness as part of one's identity, within contact experiences. This emphasis on friendship benefits may be due to the increasing importance of friendships and peer

relationships for this age-group emotionally (Buhrmester, 1990) and in terms of identity-formation (Brown, Eicher & Petrie, 1986). The least selected option was Cost A 'There is no point because we will never be close friends.' This lack of selection also shows an absence of pessimism for the overall outcome of outgroup friendships. Although these novel findings are useful in understanding which contact benefits it may be most worthwhile to emphasise to improve attitudes toward intergroup contact, they were limited to descriptive analysis due to the exploratory nature of the question design. It would have been useful to assess significant differences between the most to least relevant variables, however to run the ANOVA, continuous responses such as levels of agreement with the statements, rather than multiple choice dichotomous selected or non-selected responses would have been required. This is recommended for future research.

Conclusion

This study aimed to uncover the most effective school-based indirect contact intervention in improving relations between Catholic and Protestant young people, in preparation for SEP, on a range of variables. Yet the hypotheses tested were not met, as non-significant results were produced on most of the variables. Nevertheless, through conducting this research a range of new considerations and recommendations for future research in this area can be presented, which ultimately advances the development of school-based indirect contact interventions for Northern Ireland, especially in preparation for initiatives such as SEP. Hence, the main research limitations, implications, practical applications, and conclusions are presented in the final Discussion chapter.

6 General Discussion

This chapter outlines the findings and contributions of this thesis to intergroup contact research, and intergroup contact within Northern Ireland. Achievement of the research objectives outlined at the beginning of the thesis is discussed, along with other novel findings and their limitations and possible practical applications.

Thesis aims and overview

Chapter one identified that intergroup contact initiatives have been widely utilised in response to the detrimental effects of conflict between Catholics and Protestants in Northern Ireland including segregation, cultural prejudice, hostility, trauma, and avoidance. In particular, attempts to improve intergroup relations between children born post-conflict through educational contact initiatives including Integrated education and SEP, have shown some success (Hayes, McAllister & Dowds, 2007; Hughes, Donnelly, Hewstone, Gallagher & Carlisle, 2010). Yet, the persistence of the identified intergroup problems indicated a need for new approaches. Key problems include intergroup anxiety which can lead to outgroup avoidance (Stephan & Stephan, 1985), or the reduction of salient group information due to the 'social grammar' of avoiding these issues (Hayes et al., 2007), 'self-segregation' within classrooms (McKeown, Stringer & Cairns, 2015), and segregation in housing (Gray, McAnulty & Keenan, 2009), education (Hayes et al., 2007; Roulston & Young, 2013) and leisure activities (Hughes, Campbell, Hewstone & Cairns, 2007; Mckeown, 2013). Each of

these can create detrimental effects such as reduced intergroup trust, increased negative intergroup attitudes (Tam, Hewstone, Kenworthy & Cairns, 2009), increased perceptions of intergroup threat (Hughes, Campbell, Hewstone & Cairns, 2008a), and prevent the positive effects of contact from arising by allowing negative expectations to be disconfirmed (Hughes et al., 2007). Specifically relating to successful SEP, segregation can prevent friendship development outside of the structured programme by restricting shared spaces for meeting (Hughes et al., 2010; Hughes, 2014), and the unfamiliarity and uncertainty when entering these situations or not knowing how to act within them may increase anxiety (Stephan & Stephan, 1985; Stephan, Stephan & Gudykunst, 1999). Anxiety can also arise from salient intergroup identities within this context, especially apparent from the distinct uniforms worn by each group of pupils participating in SEP (Hughes et al., 2010) which in turn may limit the effectiveness of contact, and friendship formation (McKeown, et al., 2015). In investigating different types of SEP 'participators' it appeared clear that pre-existing emotions and attitudes could influence contact success (Hughes, 2014), a premise also supported by findings that reduced intergroup anxiety encourages individuals to interact with outgroup members (Page-Gould, Mendoza-Denton & Tropp, 2008) and prejudice can lessen participation in contact (Binder et al., 2009). Pettigrew (1998) noted that individuals with negative intergroup attitudes are unlikely to want to associate with the outgroup.

The absence of the optimal conditions for contact (Allport, 1954) in Northern Irish society were also identified as major inhibitors to contact methods. Institutional support, cooperation and common goals are limited by segregation, as is pertinently demonstrated by 93% of pupils attending separate educational institutions (NICIE, 2013), and efforts to increase equality were found to create perceptions of deprivation, threat and competition for some (Hughes et al., 2007). Perceptions of majority and

minority status also vary between the communities, either viewed as a ‘double minority’ (Jackson, 1971) or ‘double majority’ (Cairns, 1982) situation depending on which nation the community is compared against. This can complicate intergroup relations and contact responses as contact’s prejudice-reducing effects are weaker for minority, than majority status groups (Tropp & Pettigrew, 2005). Despite these issues, a positive relationship has still emerged between intergroup contact and intergroup relations in Northern Ireland (Hewstone, Cairns, Voci, Hamberger & Niens, 2006; Paolini, Hewstone, Cairns & Voci, 2004; Turner, Tam, Hewstone, Kenworthy & Cairns 2013a). However, the limitations presented above underline the importance of improving prior attitudes to counteract any negative influence. This appeared accurate for SEP, as the optimal conditions within this initiative were evaluated, finding that competition between the schools, and inconsistencies in school policies and ethos existed (Hughes et al., 2010) which could limit cooperation and common goals. Academic status differences between Grammar and Secondary schools, which often relate to differing levels of social advantage (Gallagher & Smith, 2000) may reduce perceptions of equality, as could differences in SES more generally lead to more negative contact and intergroup anxiety, and less intergroup empathy, trust and positive attitudes (Hughes, Blaylock & Donnelly, 2015).

It was concluded that the potential of SEP, able to create positive contact effects within the existing segregated system, may be enhanced by interventions which could improve intergroup attitudes prior to contact, and encourage friendship formation. Imagined (Turner, Crisp & Lambert, 2007a) and extended contact (Wright, Aron, McLaughlin-Volpe & Ropp, 1997) theories were demonstrated as successful interventions in similar intergroup contexts. These could be especially useful in segregated settings as no direct contact needed to take place. Their results were

demonstrated with children and young people within classrooms (Cameron & Rutland, 2006; Cameron, Rutland, Brown & Douch, 2006; Cameron, Rutland, Turner, Holman-Nicolas, & Powell, 2011b; Liebkind & McAlister, 1991; Vezzali, Capozza, Giovannini, & Stathi, 2012a; Vezzali, Capozza, Stathi, & Giovannini, 2012b), and extended contact in Northern Ireland (Paolini et al., 2004; Tam et al., 2009; Tausch, Hewstone, Schmid, Hughes & Cairns, 2011; Turner et al., 2013a). No publications reported imagined contact testing within Northern Ireland, and neither of these indirect methods have been successfully tested as interventions within Northern Irish classrooms, despite their use in schools elsewhere. Danielle Blaylock (personal communication, January 9, 2014) confirmed that imagined contact was previously trialled unsuccessfully within Northern Irish schools. Therefore, this research aimed to successfully apply these theories to this context for the first time, and uncover the most effective method of doing so. The main research question was:

> *'How can interventions of imagined and extended contact be best applied to the Northern Irish curriculum to encourage successful intergroup contact through the Shared Education Programme?'*

The literature detailed how the presentation of the intervention method can affect its success (see Kuchenbrandt, Eyssel & Seidel, 2013; Miles & Crisp, 2014; West and Bruckmüller, 2013). Finding the most suitable method for this age-group was crucial, as Blaylock (personal communication, January 9, 2014) acknowledged the most likely reason that previous imagined contact work in schools was unsuccessful was due to the application of the intervention method for the classroom context, which may have resulted in poor participant engagement. Creating well applied classroom-compatible interventions would also have allowed subsequent use with little to no modification if they were successful.

To judge the interventions' effectiveness, relevant measures of intergroup improvement needed to be selected for this context. Two preliminary studies were devised to address the secondary aims and inform the final intervention testing study design addressing the main research question. The following section details these research findings.

Summary of findings

The primary aim of this PhD was to identify one or more indirect contact interventions which would significantly improve intergroup relations according to a range of possible variables, providing a model of how indirect contact theory could be successfully '*applied to the Northern Irish curriculum to encourage successful intergroup contact through the Shared Education Programme.'*

The following hypotheses were set out to determine whether the research aim was fulfilled. Hypothesis one (H1) for this study stated that pre-contact interventions would increase the effectiveness of intergroup contact outcomes for pupils in the shared education programme. To test H1, an interaction effect was sought between time (T1 and T3) and intervention groups, wherein the SEP intervention groups were expected to demonstrate significant improvements upon contact outcome variables compared to both the SEP and non SEP intervention control groups. It was also planned that if H1 was met, exploratory analysis would investigate differences between the effects of the interventions, to determine which intervention was most successful in improving intergroup contact outcomes for pupils in the shared education programme.

There were no significant interaction effects observed between intervention group and time for any of the intergroup variables tested. There were significant separate effects

of intervention group and time for some of the variables. However, these did not meet the hypothesis as the influence of the interventions needed to be demonstrated to have improved intergroup attitudes across the pre-post intervention timespan.

Hypothesis two (H2) for this study stated that pre-contact interventions would improve attitudes towards intergroup contact outcomes for all pupils, both those with and without expectations of future intergroup contact. To test H2, an interaction effect was sought between time (T1 & T2) and intervention groups, wherein the intervention groups should demonstrate significant improvements upon contact outcome variables compared to the control group. Additionally, it was planned that if H2 was met, differences between the effects of the interventions would be investigated, to determine which intervention was most successful. Where more than one intervention produced a significant improvement on a variable, the effect sizes would be used to judge the more successful intervention.

As before there were numerous non-interaction significant effects of time and group. A significant interaction effect was recorded for the 'Subjects talked about – Sport' item, where participants in the Writing group reported a significant increase in subjects talked about – sport scores compared to a decrease in the Control condition. Therefore, over time, participants in the Writing group were significantly happier to discuss Sport with outgroup members after taking part in the intervention. Those in the Control group were significantly less comfortable doing so across the same timespan. The 'Subjects talked about – Sport' item had been omitted from the general 'Subjects talked about' scale as participants were much happier talking about this topic overall. However, given that this variable was a stand-alone item, it is noted that this effect should be viewed with caution. In isolation this result does not provide enough basis for the Writing intervention's success, or the overall aim of this thesis.

Overall, the interventions were unsuccessful at improving intergroup attitudes, therefore the main research hypotheses were not met. Despite the lack of success on this primary aim, recommendations relevant to the first research question were gained from addressing the research aims relating to method and measurement. A variety of novel information was revealed relating to the application of indirect contact theories to practice, which constituted a secondary research aim.

Measures identified

A literature review was the initial source of potential intervention effect measurements as a range of intergroup contact and attitude variables were previously used across direct and intergroup contact studies. Although all of these variables were relevant contact outcomes, some were less applicable to the current context. For example, intergroup forgiveness was omitted, being less relevant for this age-group who were born post-conflict and would therefore have less direct intergroup violence experience. Even so, numerous measurable variables remained. Thematic analysis of interview and focus group discussions of intergroup contact in Northern Ireland was undertaken to identify the most important of variables for this context, to then measure their improvement by the planned interventions. The qualitative findings reiterated variables from the research literature including intergroup anxiety and trust as distinct themes, and references to self-disclosure within intergroup trust. Two new measures of intergroup contact attitudes were also derived from the qualitative findings: 'Subjects talked about' from the theme 'Culture of offense and argument' and Loader (2015), and an item on considerations of the costs and benefits of contact.

The theme 'Culture of offence and argument' described how individuals often avoid intergroup members or particular conversation topics, due to perceptions that they will be met with misunderstanding and hostility. This was a particularly concerning

finding, given the importance of identity salience to the positive processes of contact (Voci & Hewstone 2003), the aims of SEP to promote 'equality of identity, respect for diversity' (Connolly, Purvis, & O'Grady, 2013, p. xiii), and for pupils to 'have a strong sense of their own identity and an understanding and respect for others' (Connolly, et al., 2013, p. xiv). Loader (2015) usefully denoted more and less controversial Northern Irish intergroup topics which were respectively less and more likely to be discussed during contact. Doing so provides examples of issues able to be included in salient contact, and the possibility of gradually working to more problematic topics once positive contact is established. The 'Culture of offense and argument' theme uncovered broadly similar topics. Through the qualitatively derived 'Subjects talked about' intervention measure, the current research found statistical support for Loader's (2015) categories, with the exception of sport, which was not viewed as particularly controversial, as well as illustrating the baseline likelihood of Northern Irish pupils discussing such issues, however the interventions did not significantly affect topic discussion.

The 'Evidence of cost-benefit thinking' theme described the idea that individuals weigh up the pros and cons of contact before deciding to engage in it or not. Further, costs and benefits could be divided into those directly related to the contact experience, and those distinct from the contact experience, but which produced secondary outcomes. For example, a contact-related benefit was learning and gaining outgroup understanding, whereas a contact-distinct benefit was new experiences and resources. This theme carried important connotations as both a novel and useful measure of pre and post-contact reasoning, but also in tying together a number of concepts raised throughout this thesis. Although the Cost-Benefit balance variable derived from the qualitative data could not be used to assess the intervention methods' success in its

current form, the most common selection of costs and benefits could be described. It is acknowledged that this variable may have been better presented in a similar form to the other variables in the questionnaire. That is, the costs and benefits could have been presented as distinct categories, with participants rating their agreement with each option on a numbered scale, as was carried out for the intergroup prejudice items. Responses to these items could then have formed distinct 'Costs' and 'Benefits' scales and the ANOVA analysis carried out on these, with indirect contact interventions expected to reduce agreement with costs and increase agreement with benefits associated with intergroup contact.

Pilot intervention testing included numerous variables, and the results and practical issues recorded from this allowed the scale of the questionnaire to be reduced for wider intervention testing, however all qualitatively identified measures were retained due to their demonstrated relevance. Therefore, the aim of this secondary research aim was achieved, as insight not available elsewhere was provided into the most relevant measures for intergroup relations in this context, also resulting in the creation of two novel variables.

Practical application of theory to interventions

Deriving an effective process of practically applying theories as interventions constituted a secondary research aim, achieved by the preliminary studies gathering unique information on how indirect contact theories may be applied as classroom interventions within Northern Ireland, which may be of use to further work in this area. A model for the application of theory to practice is suggested based on the current work.

Foremost, a review of the existing literature was undertaken evaluating the general characteristics of the particular intergroup setting, contexts such as school subjects which provided a favourable setting for intervention work, and of previous school-based indirect contact intervention features including the age-range involved, procedure, timings, and explanations of the target outgroup. Fuller consideration of how to incorporate features of previous research can be found in Chapters Two and Three, but gaps identified through this process were also addressed by intervention testing. Resultantly, this became the first study to investigate school-based imagined or extended contact intervention effects on direct contact success. Where these considerations related to general school-based indirect contact interventions, previous trials of similar interventions in the Northern Irish school context were also sought. Only one such unpublished study existed (Blaylock, Birtel, Hughes, & Hewstone, unpublished study). Conclusions from this are detailed in the Methodology, as identification of previous limitations and potential solutions to this issue was crucial to enhancing the likelihood of the current interventions' success.

Following this, qualitative investigation was undertaken, gathering the views of key stakeholders within the existing setting, including Pupils, Teachers and Educational experts. Information was gathered on teaching methods already used within schools. This was used to increase the familiarity of the intervention design to pupils, enhancing their likelihood of success. Reactions to the planned interaction methods were also sought to identify and circumvent practical limitations beforehand, and provide an initial impression of which activity may be most successful.

Utilising all available information, an initial intervention design was produced and trialled with a small sample so that modifications could be made to practical issues with intervention tasks and questionnaire, and to streamline the initial plan. Although

pilot intervention testing was not successful, it allowed numerous adaptations to be made before the wider intervention study was initiated, (see Chapter Five Discussion). This preliminary information resulted in the establishment of the wider intervention testing design which was carried out with a larger sample. Novel recommendations and limitations for practically applying these theories were identified throughout the process and are valuable to future research, as presented later under 'Practical implications'.

Dixon, Durrheim, and Tredoux's (2005) critique of contact theory notes that research in this field focuses too heavily upon rare and unusual types of 'utopian' experimental intergroup interactions, and which fails to acknowledge, temporal, subjective and contextual factors. This practical application of indirect contact theories aimed to circumvent some of these issues, by taking into account the contact context through qualitative investigation, and including items in the wider intervention testing to control for the impact of individual-level contact experiences and intergroup events. Previous direct contact presentations have been criticised as simplistic (Hewstone, 2003). The same may be argued for imagined and extended contact theories. This issue is twofold, in that imagined and extended contact work has to date considered the impact of only a few contextual influences, and that the descriptions of the processes are short or somewhat vague.

Certain contextual factors are noted in the literature as influential on the effects of imagined contact. Yet, little work has focused on how the influence of these factors may differ between intergroup contexts. Chapter Two noted that while Husnu and Crisp (2010) found previous contact improved imagined contact effects on future contact intentions with Muslim people, Hoffarth and Hodson (2015) found those with less frequent experiences of intergroup contact showed greater improvements on

intergroup attitudes and emotions towards gay people, than those with frequent experiences. The dynamics of intergroup relations may differ depending on the target outgroup and the prejudice or anxieties held towards them, which may account for these contrasting results.

Previous school-based imagined and extended contact interventions have successfully improved intergroup relations between a range of target groups in various locations, such as Finnish children towards foreign people (Liebkind & McAlister, 1999), non-disabled children towards disabled children (Cameron & Rutland, 2006), American children towards Somali children, (Aronson et al., 2015), and British teenagers towards asylum seekers (Turner, West & Christie, 2013b). Yet, it is possible that there are groups and contexts for which such interventions are not as successful. The theories may not be as generalizable as is often implied, requiring further research into how the nuances of different intergroup dynamics are impacted by them. Failure to achieve intervention effects in Blaylock, Birtel, Hughes, & Hewstone's, unpublished study described in the Methodology, and in the current research, may indicate Northern Irish intergroup relations are one such context warranting further exploration.

The simplicity of the imagined contact instructional set as stated in Crisp, Stathi, Turner and Husnu (2009, p.5);

> 'We would like you to take a minute to imagine yourself meeting [an outgroup] stranger for the first time. Imagine that the interaction is positive, relaxed and comfortable.'

may be regarded as beneficial due to its understandability and applicability to a range of intergroup scenarios. It incorporates the two key elements necessary for successful imagined contact: simulation of an outgroup interaction, (Turner et al., 2007a); and a positive tone (Stathi & Crisp, 2008; West, Holmes & Hewstone, 2011). However, the

reduction of imagined contact to this concise statement omits further detail, such as the duration and frequency of imagined contact. The above statement appears to imply a single instance of imagining contact, with the duration left to the discretion of the researcher. While imagined contact research with adults typically involves a single imagined contact instance of a few minutes (e.g. Turner et al., 2007a), the school-based interventions the current research is based upon varied from two minutes (Turner et al, 2013b) to 30 minutes (Vezzali et al., 2012a; 2015b), and from one session (Cameron et al., 2011b; Turner et al., 2013b) to three or four consecutive weeks (e.g. Vezzali et al., 2012a; 2015b). Most of the school-based studies involved pupils verbally relaying their imagined scenarios, while Turner et al.'s (2013b) study involved writing about imagined scenarios. The omission of these details from the main conceptualisation of imagined contact could be considered a weakness of the theory. Similarly, prior extended contact school-based interventions also varied in terms of length from between 15-20 minutes (Aronson et al., 2015; Cameron et al., 2006) to two hours Vezzali, Stathi, Giovannini, Capozza, & Visintin, 2015d), in duration, although most converged around 6 weeks. Cameron and Rutland (2006) have highlighted the lack of research into the effect of length and duration of prejudice-reduction interventions. Further experimental work may be required to determine minimum time, duration and reinforcement levels for achieving improved intergroup attitudes, before applied indirect contact work can be furthered, especially regarding differential requirements of adults and children.

Extended contact theory has more marked issues regarding its basic instructional set. The literature does not clearly define how extended contact should be carried out aside from the work of Dovidio, Eller and Hewstone (2011) who note the distinction between extended and vicarious contact as learning about an intergroup friendship and

observing an intergroup interaction, respectively. However, Mazziotta, Mummendey and Wright (2011, p.268) describe important procedural aspects of extended and vicarious contact jointly as; being perceived as positive and successful as negative extended contact can have undesirable effects, involving salient intergroup memberships with members viewed as typical of their groups, and involving connection between the individual and observed ingroup member's behaviour (Mazziotta, Rohmann, Wright, Tezanos-Pinto & Lutterbach, 2015).

Connection between the individual and ingroup member involved in intergroup interaction is extended contact theory feature which does not appear particularly well defined. Methods of extended contact have varied in the literature, including being aware of intergroup contact (Andrighetto, Mari, Volpato, & Behluli, 2012). Real-world extended contact is often measured by survey (e.g. Turner, Tam, Hewstone, Kenworthy & Cairns 2013a). Alternatively, some extended contact studies focus on awareness of intergroup contact from portrayals on-screen (Lienemann, & Stopp, 2013; West & Turner, 2014), or in books read (Liebkind, Mähönen, Solares, Solheim, & Jasinskaja-Lahti, 2014) or collectively written (Vezzali et al., 2015d). In the latter, individuals do not have a personal connection to the ingroup member, which is present in the other situations.

Without clear definition, confusion may occur between extended contact and other methods and theories. For example, much 'extended contact' appears conceptually closer to vicarious contact (Aronson et al 2015; Liebkind et al., 2014; Lienemann, & Stopp, 2013; West & Turner, 2014 etc.). Some extended contact studies also share features of parasocial contact, a concept first noted by Horton and Wohl (1956) that mass-media can 'give the illusion of face-to-face relationship with the performer' (p.215). Schiappa, Gregg and Hewes (2005), furthered Horton and Wohl's work by

setting out the parasocial contact hypothesis, that viewing outgroup members though media outputs such as television, may have the same effects as direct 'face-to-face' contact. Through parasocial contact individuals can — in the absence of intergroup anxiety — learn about outgroup members, reducing ignorance and stereotypical beliefs. Although simply viewing outgroup members in the media may reduce prejudice — for example, toward gay men and male transvestites in Schiappa et al. (2005) — these channels also provide opportunity for successful intergroup contact to be demonstrated. For example, portrayed interactions between U.S. citizens and illegal immigrants increased positive attitudes towards the immigrant outgroup in Joyce and Harwood (2014). The latter type of parasocial contact incorporates extended contact aspects, as, although Lienemann and Stopp's (2013) research involved media portrayals of Black-White relationships improving interracial attitudes, this is described as extended contact.

The school-based extended contact studies which the current research is based on provide further examples of hybrid extended-parasocial contact. These studies primarily involve pupils reading stories of intergroup contact, rather than observing it first-hand. Further variation is introduced by the level of fictitiousness of the stories read, for example Vezzali, Stathi, Giovannini, Capozza, and Trifiletti (2015c) investigated extended contact using popular novels, whereas Vezzali et al.'s (2015d) intervention utilised real intergroup contact stories written by pupils.

In general, indirect contact definitions may require clarification, on a theoretical level and to their basic instructional sets, to enhance their applied success. Continuing research in this field without clear distinctions between extended and parasocial contact in particular, may create confusion in future work. More positively, being able to distinguish and combine these theories properly may show combined interventions

produce stronger effects. It is possible that the current research did not achieve the success of previous school-based extended contact interventions, as it was the first school-based intervention study based on ‘pure’ extended contact, rather than incorporating parasocial elements such as book-reading.

Limitations

As the literature review details numerous successful studies within similar contexts it seems unreasonable to assume that imagined and extended cannot be successfully applied as interventions. However, in the current research significant improvements on intergroup attitudes for pupils beginning SEP, were not attained. This could be due to limitations in the research design and analysis, resulting in Type II error, or may be the result of contextual factors.

Research design and analysis

The research had four potential outcomes: genuine significant results, false significant results, genuine non-significant results, or false non-significant results. Numerous design choices were made to try to mitigate the chance of false positives or negatives (Type I and Type II errors), for example, controlling for potentially confounding variables, based on previous research and preliminary studies. The intervention research ultimately returned mostly non-significant results, but given the wealth of previous successful research on imagined and extended contact, it appears that Type II error could be an issue in this case. While this result would be unfortunate, it is still valuable, as the whole of the research undertaken provides a detailed guide containing novel information for the further development of applied imagined and extended contact in this context. Identification and discussion of these issues, as below, is key in furthering this research.

The main research design required analysis by a mixed between-within ANOVAs. However, no non-parametric equivalent to this analysis exists, meaning that even with violations of normality the analysis was continued. This decision was made due to the documented robustness of ANOVA analysis when dealing with non-normal data (Schmider, Ziegler, Danay, Beyer & Bühner, 2010), yet this limitation should still be considered in the data's interpretation. Multilevel modelling may be a more useful analysis method for a similar future study, however adjusting a research design intended for ANOVA analysis to fit another method was not feasible in this instance. For example, although all participants were followed up through the research, and single schools completed single intervention methods, the school classes participants attended altered across the study. In some schools where completion took slightly longer, participants completed the questionnaires in form classes, but completed the tasks in LLW classes. Additionally, where multiple classes in a school participated, class memberships often changed by the following academic year (T3). Another issue was that the pilot intervention study would have ideally used the same analysis as the wider intervention study, which would have likely required more participating schools.

Intergroup relations in Northern Ireland are complex, and many variables can be influential in this context. The applied nature of the research also meant that a wide variety of control variables needed to be considered. However, multiple control variables could not be included in each analysis as responses to items varied, therefore the more variables answered to different degrees included in an analysis, the more the sample size was depleted. Instead, the influence of control variables were assessed on the variables separately, and only those which created substantial changes in the results were utilised so that the actual intervention effects could be uncovered.

Issues relating to sample size depletion across the sessions are detailed in Chapter Five, but it is again worth stating that observed power for the many analyses was low, indicating some possibility of a Type II error as the study may not have had enough power to detect a significant result with a small effect size. This lack of power was also observed in the pilot intervention study, and it is possible that for both studies, the obtained sample sizes were too low to detect intervention effects. Yet, as the below sections detail, Type II error is only one possible reason for the research's non-significant results.

Another consideration is the use of explicit self-report measures. In the pilot and wider intervention studies, participants were asked to rate their intergroup attitudes across a range of variable scales. As was noted in Chapter Five, self-report measures are liable to distortion by participants. For example, participants may have exaggerated positive intergroup responses due to perceptions of social desirability, wanting to present themselves positively (King & Bruner, 2000), or they may have felt they should respond in accordance with the purpose of the study by improving their responses over time (Nichols & Maner, 2008). Additionally, there can be issues with self-reported data and subjective responses. The main issue results from 'individual heterogeneity' whereby items and numbered response options can be interpreted differently between individuals. This is commonly known as 'differential item functioning' and can create difficulty when directly analysing respondents' answers. The use of self-report measures was concluded to be the most appropriate method for this research, as this method was previously used in numerous school-based imagined contact studies (See Chapter two), and ensured participant's responses were obtained anonymously, within a short space of time. Alternative methods less susceptible to participant bias include observational and implicit methods. For example, Turner and West (2012) measured

the distance between chairs participants had set up for a conversation with an outgroup member and found that participants who had imagined contact placed the chairs closer than those who had not.

Implicit association tests measure the extent to which individuals associate positive and negative words with stimuli by speed and frequency and speed of association. Tam et al. (2008a) employed this method to investigate predictors of intergroup contact, emotions, and forgiveness in Northern Ireland, and found that negative implicit associations with pictures of outgroup paramilitary groups (IRA, UVF), negatively predicted trust, and positively predicted aggressive behavioural tendencies towards the general outgroup. Implicit testing can allow attitudes to be measured which participants may find difficult to cognitively access, or may consciously alter if they are viewed as unfavourable (Hofmann, Gawronski, Gschwedner, Le, Schmitt, 2005). Implicit association testing was not considered to be appropriate for the current research, as neutral visual stimuli and words denoting Catholics and Protestants are limited. Due to the lack of visual differences between the two groups, symbols are often relied on to denote membership and delineate areas. Both words and symbols in Northern Ireland can evoke emotional reaction and may reinforce stereotypes (Bryson & McCartney, 1994), and may therefore be best suited to assessing attitudes towards particular subgroups as in Tam et al.'s (2008a) work.

Contextual limitations

Intervention design for this research was formulated from a wealth of direct and indirect contact research, indicating the lack of success in this instance may not be reflective of the theories and interventions themselves, but other contextual factors. Efforts were made to identify and avert as many negative contextual factors as possible, for example, following qualitative recommendations on the design of

activities to ensure the interventions weren't at odds with usual classwork, controlling for the impact of any external intergroup events experienced and baseline contact experiences of participants on intervention results. However, some contextual issues were beyond the control of this research.

As raised in the Methodology chapter, recruiting schools for this research was challenging as many teachers were unwilling due to time constraints. This research, and endeavours to promote intergroup relations more generally, are one of many competing priorities within schools. Chapter One noted that the curricular content of contact initiatives such as SEP can often be prioritised over opportunities for pupils to interact regularly or at length. Hughes (2014) noted that pupils who interacted with outgroup pupils during dance and drama classes were more enthusiastic contact participators than those in less interactive subjects, which may be due to pressures with covering the content of the latter subjects. Time was also raised as a contact-distinct cost in the Interview and focus group study. Although the interventions were planned to be brief at three weeks, and fitting the curriculum with the benefits clearly explained, this overall issue of intergroup relations work not being a priority within the schools could have affected the interventions' success. This is unsurprising given the findings relating to the need to increase institutional support by emphasising the benefits over the costs of intergroup contact to schools and teachers, and the effect that teacher attitudes to contact can have on pupils (see Gómez & Huici, 2008; Vezzali, et al., 2012c).

Another primary issue was the baseline attitudes of participants. In the pilot intervention study it was concluded that the sample's good baseline behaviour and attitude scores may have left little room for improvement. These pre-existing attitudes were thought to be due to the particularly peaceful area of Northern Ireland the sample

were drawn from. In the wider intervention study, participants were drawn from a range of areas and identities, which was thought would result in less positive baseline scores, yet this was not the case. In the modern context of Northern Ireland interventions may not be needed improve intergroup relations for most young people. It may be more useful for future intervention research to pre-screen participants' intergroup attitudes to select those with negative attitudes. This conclusion may indicate the need for a paradigm shift in intergroup relations work in Northern Ireland, that the attitudes and ideas of majority of young people born post-conflict, after the 1998 Belfast Agreement cannot be investigated on the basis of research findings from a decade or more prior. A more relevant future research direction may be to investigate if Northern Irish young people with positive intergroup attitudes are inhibited from intergroup contact by societal norms and lacking institutional support, rather than presuming their attitudes have been negatively shaped by these aspects.

Evidence for this conclusion is drawn from throughout this thesis. Reviewing the research literature revealed that segregation by peace walls created inconvenience in accessing the local area, but interestingly this opinion was held by more young people aged 18-34 (29%) than older people over 55 (18%) (Byrne, Gormley-Heenan, Morrow & Sturgeon, 2015) perhaps indicating a greater willingness of younger people to move between intergroup areas, but facing barriers created by older generations. Even 'self-segregation' within classrooms was in some cases found to be due to poorly managed seating arrangements by teachers, such as not allowing students to move seats from those chosen on the first day (McKeown et al., 2015). Beyond physical barriers, mental barriers may exist in the form of social norms. Leonard and McKnight (2011) explain that some young people believe that even if peace walls were removed, imagined barriers would still exist between the communities. Respondents in the interview and

focus group study expressed concerns about ‘standing out’ by engaging in contact (Extract 7.31, p.205, Extract 9.46, p.187) or entering an outgroup area (Extract 9.35, p.181) and concerns about judgement by others due to engaging in non-normative contact behaviour were drawn out as contact-related costs. The development of intergroup friendships, a powerful form of contact (Pettigrew, 1998) may be hindered by segregation and societal norms. Hughes et al. (2010) explain that the location of SEP schools can affect outcomes, as pupils from more divided areas had fewer intergroup friends, found it harder to spend time with intergroup friends, and found intergroup interaction less comfortable. According to Turner and Cameron’s (2016) theory of ‘confidence in contact’, social norms and school climate could be positively or negatively influential in the development of intergroup friendships. This information suggests that encouraging institutional and societal support of contact, possibly by emphasising the benefits over the costs of contact of specific relevance to particular groups, for example parents, teachers and community leaders could be an advantageous future direction. Doing so may allow greater opportunity for the seemingly positive intergroup attitudes of Northern Irish young people to translate to positive intergroup behaviours.

Practical implications

The implications of this thesis can be summarised into two main areas. The process of applying indirect contact theories as interventions for Northern Ireland has generated novel information which could be useful for enhancing the success of future indirect contact interventions in Northern Ireland, and in some cases more generally. Additionally, new intergroup contact outcome measures have been identified which require further experimental exploration, and as has been proposed, the situation in

Northern Ireland may be in transition requiring exploration of new research directions to fit this new context.

Recommendations for future indirect contact work

A strength of this research was its scope and process in applying theories as practical interventions, which has allowed the generation of novel information it is hoped will be useful to enhancing the success of similar future work. The research aimed to strike a balance between replicability, had the interventions been successful, and the generalisability of the results (see Methodology for discussion of field experiments) to both applications of indirect contact interventions generally, and to the specific intergroup and educational context of Northern Ireland. Research recommendations are presented throughout the thesis, but summaries are presented on pages 235 (Literature review considerations for intervention design), and below.

From the initial intervention testing, it was concluded that the length of the questionnaire may have caused fatigue and lessened motivation for the pupils to engage in the tasks. To alleviate this problem, questionnaires used for measuring the effects of future interventions should be streamlined by carrying out qualitative work and initial intervention testing within the context to highlight the most pertinent variables. The retention of prominent variables from the literature is recommended including; intergroup anxiety, intergroup trust, self-disclosure, and some intergroup attitudes measures, as well as the likely control variables; contact, contact quality and contact frequency. Future work undertaken in Northern Ireland may make use of the list of variables found to be relevant within this thesis.

Changing the positive and negative directionality of survey scales resulted in confused responses from the pupils and contributed to the excessive time taken to

complete the questionnaires, therefore the directionality of question scales should remain constant when conducting research with this age-group.

It was found to be particularly important when conducting research with young people that the language used enables participants to fully understand and respond to the tasks and questionnaire. To do so, the language should be simplified, omitting any words found to be problematic during qualitative work or initial intervention testing. Teachers and researchers should also be present to provide explanation where necessary. The presence of the researcher was particularly important to ensure because not only did this allow opportunity for clarifying aspects of the questionnaire and intervention tasks, but it is possible that teacher motivation and attitudes within the sessions may have varied, which the support of the researcher may have aided. The qualitative research indicated that low teacher motivation may negatively affect pupil engagement with the tasks, but emphasising the benefits of indirect and direct contact may help to increase institutional support for the interventions.

It was not known how thoroughly the pupils engaged with the tasks, and it is possible that superficial engagement would not have allowed the interventions to produce effects. Engagement with the intervention tasks was a key methodological area which this thesis aimed to address. The current research recommends providing extra information where possible to encourage pupil engagement and simplify tasks, such as worksheets breaking tasks into stages and providing prompts, and instructional PowerPoint slides for teachers. The scope of the tasks should be limited, as excessively demanding tasks may minimise the intervention effects due to participant fatigue. For example, after pilot intervention testing, it was felt the drama task was particularly intensive and required more time than the other tasks. Therefore, for the wider intervention testing, product of the drama activity was reduced to a two to five-minute

sketch comprising only a couple of scenes, so that the focus on the imagined contact scenario was not diminished by excessive focus on completing the task. To check how well pupils engage in future interventions, it is recommended that materials produced by the participants resulting from the imagined contact interventions, such as stories and scripts, are collected to observe the thoroughness of task completion.

On an individual level, it was acknowledged that not all young people in Northern Ireland were aware of their community background. Recruiting a large amount of participants who were not able to designate their background would have drastically reduced the final useable sample, as it would not be possible to complete intervention without target outgroup specified as Catholic or Protestant. It was found to be helpful to provide factual information identifying each community before carrying out the initial questionnaire to help participants designate their community identities. However, it is important to ensure this information does not generalise or support stereotypes. Additionally, some participants may be aware of their community background, but not feel a strong connection to it, yet, growing up in these communities may still shape their intergroup attitudes. Therefore, the questionnaire instructions should highlight that strong personal identification with the community group is not necessary for it to be identified with for the purposes of the research. The wider intervention study aimed to sample pupils from across Northern Ireland so that a range of intergroup situations could be represented, for example where the two community groups were segregated by peace walls despite living close by, or where there were no physical barriers, but the groups lived in distant localities. Factors such as intergroup identification and participant background may affect future intervention success, and for individuals with more positive baseline scores attitude improvement may not be possible. In the current research, it was not possible to pre-select the

sample based on their baseline attitude scores, but this could be a possibility for future research, although a clear methodology for this has not been tested. As an example, it may be useful to specify a threshold of negative attitude scores upon which to aim for improvement, as participants who score the maximum on positive attitude scales, or the minimum on negative attitude scales are not likely to show changes. It should be noted however, that there is the potential that interventions could worsen intergroup attitudes or increase anxiety, so this suggestion requires further investigation.

A number of control variables which could also be useful to future intergroup contact research were specified. Ideally the interventions would have been carried out in each school at identical points in time, but variation in scheduling and timetables between schools did not allow this to be possible. It is acknowledged that although the time differences in completing the research were relatively minor, these differences could have affected the intervention effects. A control variable was included for the wider intervention study for the intervention completion times to account for this issue.

The effect of external intergroup events were considered upon the research, as such events could exert positive or negative effects upon intergroup attitudes, creating inaccurate intervention findings. It is recommended that future intergroup contact intervention work investigates if external events impacted participants' intergroup perceptions over the course of the research, and use a control variable such as 'Events' from the wider intervention study.

If participants guess the purpose of the study, beliefs about the study's purpose may over- or under-exaggerate effects (King & Bruner, 2000). As in the current research, an item assessing participants' awareness of the research purpose can be included in future research for use as control variable. It was also possible that for the Control

group, completing a questionnaire on intergroup attitudes may have resulted in more thought about the outgroup over the course of the research. It has been shown that completing questionnaires on attitudes and future behaviours can influence actual future behaviour, the 'question-behaviour effect' (Wood et al., 2016) or 'mere-measurement effect' (Levav & Fitzsimons, 2006; Sprott et al., 2006). This potential priming effect of the questionnaire could have could have created intergroup effects, despite the lack of participation in the intervention tasks. The 'Thought' item assessing participants' level of thoughts about the outgroup could also be useful as a control variable in future research.

From the wider intervention study some factors were identified which may have limited it's success, but could be alleviated in future research. Primarily, the overall power of the analyses was likely to have been affected by the low final sample. The reliability of results may have been affected, especially for the smaller groups. Future field research such as this may require the sample to include a large contingency to buffer against participant dropout. Groups in each condition should be duplicated as far as possible to avert the risk of non-completion. The Peer talk intervention carries greater risk of non-completion, for example if the peer speaker was absent within the research timeframe, therefore this condition requires duplication. It is noted that while a sample size calculation can be carried out to determine the sample needed for the research, the additional amount required for the contingency cannot be accurately predicted. In any case, the recruitment required was not possible to obtain in the time frame of the current research, but for a research project with a longer recruitment phase the sample required would be more achievable. The additional advantage of this extra sampling is that a wider sample is likely to be more representative of varying backgrounds, aiding the findings' generalisability within the given context.

Yet, this does not negate that the sample be deliberately drawn from a variety of locations and groups where possible. In the current research an additional preliminary study had been carried out to scope baseline intergroup attitudes by geographical and demographic variables, such as proximity to peace walls or areas of high segregation, rural or urban location, and socioeconomic status, however difficulties in the recruitment of schools limited opportunity for this information to be used. This information is not presented in this thesis for this reason, and as more up to date scoping work should be undertaken specific to the context of future research.

The complexity of the current research design, including numerous criteria to support the hypotheses and numerous control variables, may have increased the likelihood of a Type II error. Future research may benefit from the use of multilevel modelling, as an analysis method more suited to managing the interplay of the relevant variables.

It is hoped that this thesis provides a general example of the methodology of applying theories to practice, and testing their success. Although this research contains limitations, it fills a gap in the literature in its detailed provision of the various stages of intervention selection, design, contextual qualitative exploration, and initial and final testing, forming a basis for future research to build upon.

Future research directions

This research provides support for the use of more active indirect contact methods, especially in enhancing memory and recall of cognitive scripts through imagined contact, and in the use of peer effects when young people are participants, especially for extended contact. Responses varied between the interview and focus group participants in terms of which method would be most engaging. The current research

was unable to test the Art intervention's effectiveness, and inconclusive results were produced for other intervention testing, but this thesis does set out the potential benefits and limitations of their use, and provides detailed examples of how they could be applied. Further experimental work could be carried out upon these new methods to uncover which produces the greatest effects. In relation to the 'Individual differences' theme identified in Chapter Four, it may also be useful to consider how factors such as enjoyment, ability and confidence in engaging in the different activities effect their success in improving intergroup contact attitudes.

Two new contact measures arose from this research, 'Subjects talked about' partially derived from Loader (2015), and a Cost vs Benefit evaluation of contact engagement. Future work is required to uncover further examples of contentious subjects, and perceived costs and benefits of contact within the Northern Irish context. Work should also be undertaken to investigate if these variables may apply within other intergroup contexts, and how the content of these variables may vary. For example, it is speculated that subject such as 'How your community is treated better or worse than their community' could be applicable to various intergroup situations based on ethnicity, sexuality, gender and disability, whereas subjects like 'Past trouble in Northern Ireland' are context-specific. Future research could also investigate practical application of these concepts, for example, if contact engagement and quality are affected by prompted cost vs benefit thinking about intergroup contact, or if a framework of discussing of intergroup issues of increasing contentiousness levels, or up to a certain threshold of contentiousness could either reduce the perception of outgroup members who hold extreme views, or reduce prejudice for those with more extreme viewpoints, and allow greater generalisation of contact effects (see Tam et al., 2008a).

Investigation should also be undertaken into the intergroup situation for young people in Northern Ireland. If, as this thesis evidences, baseline intergroup attitudes are generally positive for this generation, alternative reasons for segregation and little intergroup contact should be explored. In particular, it should be investigated if Northern Irish young people with positive intergroup attitudes are inhibited from intergroup contact primarily by societal norms and lacking institutional support, and what efforts can be made to address this. This thesis offers one solution to be trialled, in identifying the perceived costs and benefits of contact relevant to particular groups, and finding a method of emphasising benefits to increase active support for contact.

Future SEP research may examine the effects of a school's participation in the programme, on pupils who are not directly involved as it was speculated that pre-contact attitude differences between SEP and non-SEP schools may be explained by the presence of a more overt positive ethos toward diversity, especially Catholic-Protestant intergroup relations, within SEP participating schools. For example, intergroup anxiety levels could be measured for non-SEP and SEP pupils who had not yet experienced school-based contact as described earlier.

More generally, it was highlighted that further experimental work may be useful in determining minimum time, duration and reinforcement levels for improving intergroup attitudes using imagined and extended contact, to provide more tightly defined theories upon which applied research can be furthered. This may be particularly important to determine if there are differential requirements for adults and children, as while the current theory is presented as widely generalizable, this research has highlighted the variance in methodology for school-based indirect contact intervention studies to date.

Conclusion

This thesis evaluates a vast array of information relating to intergroup contact in Northern Ireland, and the application of indirect contact theories. Although there is a wealth of intergroup contact research within Northern Ireland (e.g. Al Ramiah, Hewstone, Voci, Cairns, & Hughes, 2013; Paolini et al., 2004; Tam et al., 2009; Turner et al, 2013a) a gap existed within the literature in employing indirect contact theories as interventions within this context. Therefore, the main aim of this thesis was to evaluate this existing literature and conduct exploratory research applying imagined and extended contact to the Northern Irish curriculum to encourage successful intergroup contact through the Shared Education Programme.

This main aim was not fully achieved as the interventions did not produce convincing effects upon variables linked to successful contact for pupils entering SEP contact, or those who were not. Yet the process of investigating this intergroup context and designing and testing new intervention methods generated a number of novel contributions to the advancement of applying indirect contact theories as interventions within real-life intergroup contexts, and to the understanding of intergroup relations in Northern Ireland. The secondary aims of identifying appropriate measures of intervention effectiveness, and design considerations relating to representative design, context appropriateness regarding the Northern Ireland school curriculum, and participant engagement were each thoroughly addressed. These secondary questions comprised key aspects of applying the theories within this context. Therefore, despite the lack of intervention success, this thesis has achieved the overall research aim. This research constitutes a building block for advancing both Northern Irish intergroup relations research, and intergroup contact research more generally, providing new directions for further inquiry.

REFERENCES

Abell, J., Locke, A., Condor, S., Gibson, S., & Stevenson, C. (2006). Trying similarity, doing difference: The role of interviewer self-disclosure in interview talk with young people. *Qualitative Research, 6*(2), 221-244. doi:http://dx.doi.org/10.1177/1468794106062711

Aboud, F. E. (2003). The formation of in-group favoritism and out-group prejudice in young children: Are they distinct attitudes?. *Developmental psychology*, *39*(1), 48. doi: http://dx.doi.org/10.1037/0012-1649.39.1.48

Abrams, D., & Hogg, M., A. (1988). Comments on the motivational status of self-esteem in social identity and intergroup discrimination. In M. A. Hogg, & D. Abrams (Eds.), *Intergroup relations: Essential readings. key readings in social psychology. (2001).* (pp. 232-244). New York, US: Psychology Press.

Abrams, D., Rutland, A., & Cameron, L. (2003). The development of subjective group dynamics: Children's judgments of normative and deviant in-group and out-group individuals. *Child Development, 74*(6), 1840-1856. doi:http://doi.dx.org/10.1046/j.1467-8624.2003.00641.x

Adams, G. R., & Marshall, S. K. (1996). A developmental social psychology of identity: Understanding the person-in-context. *Journal of Adolescence, 19*(5), 429-442. doi:http://dx.doi.org/10.1006/jado.1996.0041

Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology & Health, 26*(9), 1113-1127. doi:http://dx.doi.org/10.1080/08870446.2011.613995

Allport, G. W. (1954). *The nature of prejudice* (3rd ed., reprinted 1979). New York, USA: Basic books.

Al Ramiah, A., Hewstone, M., Voci, A., Cairns, E., & Hughes, J. (2013). It's never too late for 'us' to meet 'them': Prior intergroup friendships moderate the impact of later intergroup friendships in educational settings. *British Journal of Educational Psychology, 83*(1), 57-75. doi:http://dx.doi.org/10.1111/j.2044-8279.2011.02054.x

Al Ramiah, A. A., Schmid, K., Hewstone, M., & Floe, C. (2015). Why are all the white (Asian) kids sitting together in the cafeteria? Resegregation and the role of intergroup attributions and norms. *British Journal of Social Psychology, 54*(1), 100-124. doi:http://dx.doi.org/10.1111/bjso.12064

Ancharoff, M. R., Munroe, J. F., & Fisher, L. M. (1998). The legacy of combat trauma. In Y. Danieli (Ed.), *International handbook of multigenerational legacies of trauma* (pp. 257-276). London, UK: Plenum Press.

Anderson, B. (1983). *Imagined communities: Reflections on the origin and spread of nationalism* (Second (2006) ed.). London: UK: Verso Books.

Andrighetto, L., Mari, S., Volpato, C., & Behluli, B. (2012). Reducing competitive victimhood in Kosovo: The role of extended contact and common ingroup identity. *Political Psychology, 33*(4), 513-529. doi:http://dx.doi.org/10.1111/j.1467-9221.2012.00887.x

Araujo, D., Davids, K., & Passos, P. (2007). Ecological validity, representative design, and correspondence between experimental task constraints and behavioral setting: Comment on Rogers, Kadar, and Costall (2005).*Ecological Psychology, 19*(1), 69-78. doi:http://dx.doi.org/10.1080/10407410709336951

Archive Research Knowledge (ARK). (2014). Young life and times survey. Retrieved from http://www.ark.ac.uk/ylt/index.html

Archive Research Knowledge (ARK). (2016). Northern Ireland life and times survey. Retrieved from http://www.ark.ac.uk/nilt/2016/Community_Relations/OWNMXSCH.html

Armstrong, M., Morris, C., Abraham, C., & Tarrant, M. (2017). Interventions utilising contact with people with disabilities to improve children's attitudes towards disability: A systematic review and meta-analysis. *Disability and health journal*, *10*(1), 11-22. doi: https://doi.org/10.1016/j.dhjo.2016.10.003

Aron, A., & Aron, E. N. (1986). Love as the expansion of self: Understanding attraction and satisfaction. New York: Hemisphere Publishing Corp.; as cited in Aron, A., Aron, E. N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. In H. T. Reis, & C. E. Rusbult (Eds.) (2004), *Close relationships: Key readings* (pp. 365-379). Hove, U.K.: Psychology Press.

Aron, A., Aron, E. N., & Smollan, D. (1992). Inclusion of other in the self scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology, 63*(4), 596. doi:http://dx.doi.org/10.1037/0022-3514.63.4.596

Aron, A., Aron, E. N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. In H. T. Reis, & C. E. Rusbult (Eds.) (2004), *Close relationships: Key readings* (pp. 365-379). Hove, U.K.: Psychology Press.

Aron, A. P., Mashek, D. J., & Aron, E. N. (2004). Closeness as including other in the self. In D. J. Mashek, & A. P. Aron (Eds.), *Handbook of closeness and intimacy* (pp. 27-41). London: Lawrence Erlbaum Associates.

Aronson, K. M., Stefanile, C., Matera, C., Nerini, A., Grisolaghi, J., Romani, G., Massai, F., Antonelli, P., Ferraresi, L., & Brown, R. (2015). Telling tales in school: Extended contact interventions in the classroom. *Journal of Applied Social Psychology, 46*(4), 229-241. doi:http://dx.doi.org/10.1111/jasp.12358

Aughey, A. (2012). Northern Ireland narratives of British democracy. *Policy Studies, 33*(2), 145-158. doi:http://dx.doi.org/10.1080/01442872.2011.637453

Avenanti, A., Sirigu, A., & Aglioti, S. M. (2010). Racial bias reduces empathic sensorimotor resonance with other-race pain. *Current Biology, 20*(11), 1018-1022. doi:http://dx.doi.org/10.1016/j.cub.2010.03.071

Ayres, I., & Siegelman, P. (1995). Race and gender discrimination in bargaining for a new car. *The American Economic Review, 85*(3), 304-321. Retrieved from http://www.jstor.org/stable/2118176

Baillie, J. (1994). *Solution for Northern Ireland: A king's perspective*. Sussex, England: Book Guild Publishing.

Balcells, L., Daniels, L., & Escribà-Folch, A. (2016). The determinants of low-intensity intergroup violence the case of Northern Ireland. *Journal of Peace Research, 53*(1), 33-48. doi:http://dx.doi.org/10.1177/0022343315610399

Baron, A. S., & Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological science, 17*(1), 53-58. doi: https://doi.org/10.1111/j.1467-9280.2005.01664.x

Barrios-Tao, H., Siciliani-Barraza, J. M., & Bonilla-Barrios, B. (2017). Education Programs in Post-Conflict Environments: a Review from Liberia, Sierra Leone, and South Africa1. *Revista Electrónica Educare*, *21*(1), 199-220. doi: http://dx.doi.org/10.15359/ree.21-1.11

Barritt, D. P., & Carter, C. F. (1972). Chapter 1 two views of history. *The Northern Ireland problem: A study in group relations* (2nd ed., pp. 7-18). London: London: Oxford University Press.

Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational research: Determining appropriate sample size in survey research. *Information Technology, Learning, and Performance Journal*, *19*(1) Retrieved from ftp://149.222-62-69.ftth.swbr.surewest.net/TreePDF/Determing%20Appropriate%20Sample%20Size%20in%20Survey%20Research.pdf

Bassett, R., Beagan, B. L., Ristovski-Slijepcevic, S., & Chapman, G. E. (2008). Tough teens the methodological challenges of interviewing teenagers as research participants. *Journal of Adolescent Research*, *23*(2), 119-131. doi:http://dx.doi.org/10.1177/0743558407310733

Batson, C. D., Sager, K., Garst, E., Kang, M., Rubchinsky, K., & Dawson, K. (1997). Is empathy-induced helping due to self–other merging? *Journal of Personality and Social Psychology*, *73*(3), 495-509. doi:http://dx.doi.org/10.1037/0022-3514.73.3.495

Belfast Agreement. (1998). Agreement reached in the multi-party negotiations. *Supporting Political Stability and the Institutions in Northern Ireland*, 1-35. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/136652/agreement.pdf;

Belfast Education & Library Board (2013). *Area Plan for Post-Primary Education.* Retrieved from http://www.belb.org.uk/Documents/591.pdf

Ben-Nun, M. (2013). The 3Rs of integration: respect, recognition and reconciliation; concepts and practices of integrated schools in Israel and Northern Ireland. *Journal of Peace Education, 10*(1), 1-20. doi: https://doi.org/10.1080/17400201.2012.672403

Berg, J. H., & Wright-Buckley, C. (1988). Effects of racial similarity and interviewer intimacy in a peer counseling analogue. Journal of Counseling Psychology, 35(4), 377-384. doi:http://dx.doi.org/10.1037/0022-0167.35.4.377

Bhavnani, R., Donnay, K., Miodownik, D., Mor, M., & Helbing, D. (2014). Group segregation and urban violence. *American Journal of Political Science, 58*(1), 226-245. doi:http://dx.doi.org/10.1111/ajps.12045

Biggeri, L. (2013). Part I Introduction to statistical surveys: Critical points, challenges and need for development. In C. Davino, & L. Fabbris (Eds.), *Survey data collection and integration* (pp. 3-16). New York: Springer Berlin Heidelberg. doi:http://dx.doi.org/10.1007/978-3-642-21308-3

Bigler, R. S. (1999). The use of multicultural curricula and materials to counter racism in children. *Journal of Social Issues, 55*(4), 687-705. doi:http://dx.doi.org/10.1111/0022-4537.00142

Bigler, R. S., Jones, L. C., & Lobliner, D. B. (1997). Social categorization and the formation of intergroup attitudes in children. Child development, 68(3), 530-543. doi: https://doi.org/10.1111/j.1467-8624.1997.tb01956.x.

Bilewicz, M., & Kogan, A. (2014). Embodying imagined contact: Facial feedback moderates the intergroup consequences of mental simulation. *British Journal of Social Psychology, 53*(2), 387-395. doi:http://dx.doi.org/10.1111/bjso.12057

Binder, J., Zagefka, H., Brown, R., Funke, F., Kessler, T., Mummendey, A., . . . Leyens, J. (2009). Does contact reduce prejudice or does prejudice reduce contact? A longitudinal test of the contact hypothesis among majority and minority groups in three European countries. *Journal of Personality and Social Psychology, 96*(4), 843-856. doi:http://dx.doi.org/10.1037/a0013470.

Birtel, M. D., & Crisp, R. J. (2012a). Imagining intergroup contact is more cognitively difficult for people higher in intergroup anxiety but this does not detract from its effectiveness. *Group Processes & Intergroup Relations, 15*(6), 744-761. doi:http://dx.doi.org/10.1177/1368430212443867

Birtel, M. D., & Crisp, R. J. (2012b). "Treating" prejudice: An exposure-therapy approach to reducing negative reactions toward stigmatized groups. *Psychological Science, 23*(11), 1379-1386. doi:http://dx.doi/10.1177/0956797612443838

Blascovich, J., Mendes, W. B., Hunter, S. B., Lickel, B., & Kowai-Bell, N. (2001). Perceiver threat in social interactions with stigmatized others. *Journal of Personality and Social Psychology*, *80*(2), 253-267. doi:http://dx.doi.org/10.1037/0022-3514.80.2.253

Blaylock, D., & Hughes, J. (2013). Shared Education Initiatives in Northern Ireland: A Model for Effective Intergroup Contact in Divided Jurisdictions. *Studies in Ethnicity and Nationalism*, *13*(3), 477-487. doi: https://doi.org/10.1111/sena.12044

Bowling, A. (2005). Mode of questionnaire administration can have serious effects on data quality. *Journal of Public Health (Oxford, England), 27*(3), 281-291. doi:http://dx.doi.org/https://doi.org/10.1093/pubmed/fdi03

Boyle, G. J. (1991). Does item homogeneity indicate internal consistency or item redundancy in psychometric scales? *Personality and Individual Differences, 12*(3), 291-294. doi:http://dx.doi.org/10.1016/0191-8869(91)90115-R

Brambilla, M., Ravenna, M., & Hewstone, M. (2012). Changing stereotype content through mental imagery: Imagining intergroup contact promotes stereotype change. *Group Processes & Intergroup Relations, 15*(3), 305-315. doi:http://dx.doi.org/10.1177/1368430211427574

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. doi:http://dx.doi.org/10.1191/1478088706qp063oa

Brehm, J., & Rahn, W. (1997). Individual-level evidence for the causes and consequences of social capital. *American Journal of Political Science,* 999-1023. doi:http://doi.dx.org/10.2307/2111684

Brewer, M. B. (1999). The psychology of prejudice: Ingroup love and outgroup hate? *Journal of Social Issues, 55*(3), 429-444. doi:http://dx.doi.org/10.1111/0022-4537.00126

Brewer, M. B., & Miller, N. (1984). Beyond the contact hypothesis: Theoretical perspectives on desegregation. *Groups in contact: The psychology of desegregation* (pp. 281-302). London, UK: Academic Press.

Brown, B. B., Eicher, S. A., & Petrie, S. (1986). The importance of peer group ("crowd") affiliation in adolescence. *Journal of Adolescence, 9*(1), 73-96. doi:https://doi.org/10.1016/S0140-1971(86)80029-X

Brown, R., Vivian, J., & Hewstone, M. (1999). Changing attitudes through intergroup contact: The effects of group membership salience. *European Journal of Social Psychology, 29*(56), 741-764. doi:http://dx.doi.org/10.1002/(SICI)1099-0992(199908/09)29:5/6<741::AID-EJSP972>3.0.CO;2-8

Brunswik, E. (1956). XVI: Textural ecology as a propaedeutic to functional psychology. *Perception and the representative design of psychological experiments* (2nd ed., pp. 119-123). Berkeley: University of California Press.

Bryan, D. (2015). Parades, flags, carnivals, and riots: Public space, contestation, and transformation in Northern Ireland. *Peace and Conflict: Journal of Peace Psychology, 21*(4), 565-573. doi:http://dx.doi.org/10.1037/pac0000136

Bryan, D. (2015). Parades, flags, carnivals, and riots: Public space, contestation, and transformation in Northern Ireland. Peace and Conflict: Journal of Peace Psychology, 21(4), 565. http://dx.doi.org/10.1037/pac0000136

Bryman, A. (2008). Chapter 1 social research strategies. *Social research methods* (pp. 13-27). UK: Oxford university press.

Bryman, A. (2008). Chapter 18 interviewing in qualitative research. *Social research methods* (pp. 435-471). UK: Oxford university press.

Bryson, L., & McCartney, C. (1994). *Clashing symbols: A report on the use of flags, anthems and other national symbols in Northern Ireland*. Belfast, UK: The Institute of Irish Studies.

Buhrmester, D. (1990). Intimacy of friendship, interpersonal competence, and adjustment during preadolescence and adolescence. *Child Development, 61*(4), 1101-1111. doi:http://dx.doi.org/10.1111/j.1467-8624.1990.tb02844.x

Bull, P. (2006). Shifting patterns of social identity in Northern Ireland. *Psychologist, 19*(1), 40. Retrieved from https://thepsychologist.bps.org.uk/volume-19/edition-1/shifting-patterns-social-identity-northern-ireland

Burgess, P. W., Alderman, N., Forbes, C., Costello, A., M A. Coates, L., Dawson, D. R., Anderson, N. D., Gilbert, S. J., Dumontheil, I., Channon, S. (2006). The case for the development and use of "ecologically valid" measures of executive function in experimental and clinical neuropsychology. *Journal of the International Neuropsychological Society, 12*(02), 194-209. doi:http://dx.doi.org/10.1017/S1355617706060310

Burns, S., Logue, P., & Bush, K. (2010). Intergenerational aspects of the conflict in Northern Ireland: Irish peace centres experiential learning series. Belfast: Irish Peace Centres., 2, 1-91. Retrieved from http://ynmicrosite-www.incontrol-cms.net/Branches/YouthNet/YouthnetMicrosite/Files/Documents/Resources/IGaspectsofNIconflict.pdf

Bryson, L., & McCartney, C. (1994). *Clashing symbols: A report on the use of flags, anthems and other national symbols in Northern Ireland*. Belfast, UK: The Institute of Irish Studies.

Bush, K. D., & Saltarelli, D. (2000). *The two faces of education in ethnic conflict: Towards a peacebuilding education for children.* Florence, Italy: UNICEF Innocenti

Research Centre. Retrieved from http://www.unicef-irc.org/publications/pdf/insight4.pdf

Byrne, J., Gormley-Heenan, C., Morrow, D., & Sturgeon, B. (2015). *Public attitudes to peace walls (2015): Survey results.* (No. 2). Belfast, UK: Ulster University. Retrieved from http://www.socsci.ulster.ac.uk/pws.pdf

CAIN Web Service (2011). Distribution of the Catholic population in Northern Ireland at ward level [Map]. "Visualising the Conflict GIS Maps", http://cain.ulst.ac.uk/victims/gis/maps/h-jpg/CAIN-Map_NI_Religion.jpg (accessed 31 January 2014) Reprinted with permission from CAIN and Land & Property Services).

CAIN Web Service (2011). Distribution of Catholics, at ward level, in Belfast (2001), and location of peacelines (2006) [Map]. "Visualising the Conflict GIS Maps", http://cain.ulst.ac.uk/victims/gis/maps/l-jpg/CAIN-Map_Belfast_Religion_Peacelines.jpg (accessed 31 January 2014) Reprinted with permission from CAIN and Land & Property Services).

Cairns, E. (1982). Intergroup conflict in Northern Ireland. In H. Tajfel (Ed.), *Social identity and intergroup relations* (pp. 277-297). Cambridge: Cambridge University Press.

Cairns, E., & Darby, J. (1998). The conflict in Northern Ireland: Causes, consequences, and controls. *American Psychologist, 53*(7), 754-760. doi:http://dx.doi.org/10.1037/0003-066X.53.7.754

Cairns, E., & Duriez, B. (1976). The influence of speaker's accent on recall by catholic and protestant school children in Northern Ireland. *British Journal of Social and*

Clinical Psychology, 15(4), 441-442. doi:http://dx.doi.org/10.1111/j.2044-8260.1976.tb00058.x

Cameron, L., & Rutland, A. (2006). Extended contact through story reading in school: Reducing children's prejudice toward the disabled. *Journal of Social Issues, 62*(3), 469-488. doi:http://dx.doi.org/10.1111/j.1540-4560.2006.00469.x

Cameron, L., Rutland, A., Brown, R., & Douch, R. (2006). Changing children's intergroup attitudes toward refugees: Testing different models of extended contact. *Child Development, 77*(5), 1208-1219. doi:http://dx.doi.org/10.1111/j.1467-8624.2006.00929.x

Cameron, L., Rutland, A., Hossain, R., & Petley, R. (2011a). When and why does extended contact work? The role of high quality direct contact and group norms in the development of positive ethnic intergroup attitudes amongst children. *Group Processes & Intergroup Relations, 14*(2), 193-206. doi:http://dx.doi.org/10.1177/1368430210390535

Cameron, L., Rutland, A., Turner, R., Holman-Nicolas, R., & Powell, C. (2011b). Changing attitudes with a little imagination: Imagined contact effects on young children's intergroup bias. *Annals of Psychology, 27*(3), 708-717. Retrieved from http://sid.usal.es/idocs/F8/ART19316/cameron.pdf

CCEA (Council for Curriculum Examinations and Assessment). (2003). *Proposals for curriculum and assessment at key stage 3.* Belfast: CCEA; as cited in Niens, U., & Chastenay, M. (2008). Educating for peace? Citizenship education in Quebec and Northern Ireland. *Comparative Education Review, 52*(4), 519-540. doi:http://dx.doi.org/10.1086/591296

CCEA (Council for Curriculum Examinations and Assessment). (2007). *Core Syllabus for Religious Education.* Belfast: CCEA. Retrieved from https://www.education-ni.gov.uk/sites/default/files/publications/de/religious-education-core-syllabus-english-version.pdf.

CCEA (Council for Curriculum Examinations and Assessment). (2018a). *Statutory Requirements for History.* Belfast: CCEA. Retrieved from http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/environement_society/ks3_history.pdf.

CCEA (Council for Curriculum Examinations and Assessment). (2018b). *Types of Assessment.* Belfast: CCEA. Retrieved from http://ccea.org.uk/curriculum/assess_progress/types_assessment#downloads.

Cehajic, S., Brown, R., & Castano, E. (2008). Forgive and forget? Antecedents and consequences of intergroup forgiveness in Bosnia and Herzegovina. *Political Psychology*, *29*(3), 351-367. doi: https://doi.org/10.1111/j.1467-9221.2008.00634.x

Cernat, V. (2011). Extended contact effects: Is exposure to positive outgroup exemplars sufficient or is interaction with ingroup members necessary? *The Journal of Social Psychology*, *151*(6), 737-753. doi:http://dx.doi.org/10.1080/00224545.2010.522622

Chiao, J. Y., & Mathur, V. A. (2010). Intergroup empathy: How does race affect empathic neural responses? *Current Biology*, *20*(11), 478-480. doi:http://dx.doi.org/10.1016/j.cub.2010.04.001

Christ, O., Hewstone, M., Tausch, N., Wagner, U., Voci, A., Hughes, J., & Cairns, E. (2010). Direct contact as a moderator of extended contact effects: Cross-sectional and

longitudinal impact on outgroup attitudes, behavioral intentions, and attitude certainty. *Personality & Social Psychology Bulletin, 36*(12), 1662-1674. doi:http://dx.doi.org/10.1177/0146167210386969

Cialdini, R. B., Brown, S. L., Lewis, B. P., Luce, C., & Neuberg, S. L. (1997). Reinterpreting the empathy–altruism relationship: When one into one equals oneness. *Journal of Personality and Social Psychology, 73*(3), 481-494. doi:http://dx.doi.org/10.1037/0022-3514.73.3.481

Connolly, P. (2000). What now for the contact hypothesis? towards a new research agenda. Race, Ethnicity and Education, 3(2), 169-193. doi:http://dx.doi.org/10.1080/13613320050074023

Connolly, P., Purvis, D., & O'Grady, P. J. (2013). Advancing shared education: Report of the ministerial advisory group. *Queen's University Belfast*, 1-184. Retrieved from http://www.qub.ac.uk/schools/SchoolofEducation/MinisterialAdvisoryGroup/Filestore/Filetoupload,382123,en.pdf

Crisp, R. J., & Husnu, S. (2011). Attributional processes underlying imagined contact effects. *Group Processes & Intergroup Relations, 14*(2), 275-287. doi:http://dx.doi.org/10.1177/1368430210390721

Crisp, R. J., Husnu, S., Meleady, R., Stathi, S., & Turner, R. N. (2010). From imagery to intention: A dual route model of imagined contact effects. *European Review of Social Psychology, 21*(1), 188-236. doi:http://dx.doi.org/10.1080/10463283.2010.543312

Crisp, R. J., Stathi, S., Turner, R. N., & Husnu, S. (2009). Imagined intergroup contact: Theory, paradigm and practice. *Social and Personality Psychology Compass, 3*(1), 1-18. doi:http://dx.doi.org/10.1111/j.1751-9004.2008.00155.x

Crisp, R. J., & Turner, R. N. (2009). Can imagined interactions produce positive perceptions?: Reducing prejudice through simulated social contact. *American Psychologist, 64*(4), 231. doi:http://dx.doi.org/10.1037/a0014718

Crisp, R. J., & Turner, R. N. (2012). The imagined contact hypothesis. In M. P. Zanna, & J. M. Olson (Eds.), *Advances in experimental social psychology* (pp. 126-174). London, UK: Elsevier: Academic Press.

Crisp, R. J., & Turner, R. N. (2013). Imagined intergroup contact: refinements, debates, and clarifications. In Hodson, G., & Hewstone, M. (2013). In *Advances in Intergroup Contact* (pp. 135-151). Psychology Press.

Curtis, K., Roberts, H., Copperman, J., Downie, A., & Liabo, K. (2004). 'How come I don't get asked no questions?' Researching 'hard to reach' children and teenagers. *Child & Family Social Work, 9*(2), 167-175. doi:http://dx.doi.org/10.1111/j.1365-2206.2004.00304.x

Davies, K., Tropp, L. R., Aron, A., Pettigrew, T. F., & Wright, S. C. (2011). Cross-group friendships and intergroup attitudes: A meta-analytic review. *Personality and Social Psychology Review: An Official Journal of the Society for Personality and Social Psychology, Inc, 15*(4), 332-351. doi:http://dx.doi,org/10.1177/1088868311411103

Dekel, R., & Goldblatt, H. (2008). Is there intergenerational transmission of trauma? the case of combat veterans' children. *American Journal of Orthopsychiatry, 78*(3), 281-289. doi:http://dx.doi.org/10.1037/a0013955

Department of Education Northern Ireland. (2014). *School population projections 2014/15* Retrieved from www.deni.gov.uk/1314_school_population_proj_-_to_publish.xlsx

Department of Education Northern Ireland. (2015a). *Establishing an integrated school*. Retrieved from https://www.education-ni.gov.uk/articles/establishing-integrated-school

Department of Education Northern Ireland. (2015b). *Integrated schools.* Retrieved from https://www.education-ni.gov.uk/articles/integrated-schools

Department of Education Northern Ireland. (2015c). *Shared education.* Retrieved December 13, 2015, from https://www.education-ni.gov.uk/topics/schools-and-infrastructure/shared-education

Department of Education Northern Ireland. (2017). *Information on school types in Northern Ireland.* Retrieved from https://www.education-ni.gov.uk/articles/information-school-types-northern-ireland

Devine-Wright, P. (2003). A theoretical overview of memory and conflict. In E. Cairns, & M. D. Roe (Eds.), *The role of memory in ethnic conflict* (pp. 9-33). Houndmills, UK: Palgrave Macmillan.

Dhont, K., & Van Hiel, A. (2011). Direct contact and authoritarianism as moderators between extended contact and reduced prejudice lower threat and greater trust as mediators. *Group Processes & Intergroup Relations,14*(2), 223-237. doi:http://dx.doi.org/10.1177/1368430210391121

Dimitrov, D. M., & Rumrill Jr, P. D. (2003). Pretest-posttest designs and measurement of change. *Work, 20*(2), 159-165. Retrieved from http://www.phys.lsu.edu/faculty/browne/MNS_Seminar/JournalArticles/Pretest-posttest_design.pdf

Dixon, J., Durrheim, K., & Tredoux, C. (2005). Beyond the optimal contact strategy: A reality check for the contact hypothesis. American Psychologist, 60(7), 697. doi:http://dx.doi.org/10.1037/0003-066X.60.7.697

Dixon, J. C., & Rosenbaum, M. S. (2004). Nice to know you? Testing contact, cultural, and group threat theories of Anti-Black and Anti-Hispanic stereotypes. *Social Science Quarterly, 85*(2), 257-280. doi:http://dx.doi.org/10.1111/j.0038-4941.2004.08502003.x

Donnelly, C., & Hughes, J. (2006). Contact, culture and context: Evidence from mixed faith schools in Northern Ireland and Israel. *Comparative Education, 42*(4), 493-516. doi:http://dx.doi.org/10.1080/03050060600988395

Dovidio, J. F., Eller, A., & Hewstone, M. (2011). Improving intergroup relations through direct, extended and other forms of indirect contact. *Group Processes & Intergroup Relations, 14*(2), 147-160. doi:https://doi.org/10.1177/1368430210390555

Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2003). Intergroup contact: The past, present, and the future. *Group Processes & Intergroup Relations, 6*(1), 5-21. doi:http://dx.doi.org/10.1177/1368430203006001009

Duffy, G., & Gallagher, T. (2015). Collaborative evolution: The context surrounding the formation and the effectiveness of a school partnership in a divided community in Northern Ireland. *Research Papers in Education, 30*(1), 1-24. doi:http://dx.doi.org/10.1080/02671522.2014.880731

Durrheim, K., & Dixon, J. (2005). Studying talk and embodied practices: Toward a psychology of materiality of 'race relations'. *Journal of Community & Applied Social Psychology, 15*(6), 446-460. doi: https://doi.org/10.1002/casp.839

Dys-Steenbergen, O., Wright, S. C., & Aron, A. (2016). Self-expansion motivation improves cross-group interactions and enhances self-growth. *Group Processes & Intergroup Relations, 19*(1), 60-71. doi:http://dx.doi.org/10.1177/1368430215583517

Education Reform Order. (1989). The Education Reform (Northern Ireland) Order 1989. Retrieved from http://www.legislation.gov.uk/nisi/1989/2406/contents

Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes.* Harcourt Brace Jovanovich College Publishers.; as cited in Turner, R. N., Wildschut, T., & Sedikides, C. (2012). Dropping the weight stigma: Nostalgia improves attitudes toward persons who are overweight. *Journal of Experimental Social Psychology, 48*(1), 130-137. doi:http://dx.doi.org/10.1016/j.jesp.2011.09.007

Eller, A., & Abrams, D. (2003). 'Gringos' in Mexico: Cross-sectional and longitudinal effects of language school-promoted contact on intergroup bias. *Group Processes & Intergroup Relations, 6*(1), 55-75. doi:http://dx.doi.org/10.1177/1368430203006001012

Eller, A., Abrams, D., & Gómez, A. (2012). When the direct route is blocked: The extended contact pathway to improving intergroup relations. *International Journal of Intercultural Relations, 36*(5), 637-646. doi:http://dx.doi.org/10.1016/j.ijintrel.2012.03.005

Eller, A., Abrams, D., & Zimmermann, A. (2011). Two degrees of separation A longitudinal study of actual and perceived extended international contact. *Group Processes & Intergroup Relations, 14*(2), 175-191. doi:http://dx.doi.org/10.1177/1368430210391120

Ellison, G. (2007). A blueprint for democratic policing anywhere in the world? Police reform, political transition, and conflict resolution in Northern Ireland. *Police Quarterly, 10*(3), 243-269. doi:http://dx.doi.org/10.1177/1098611107304735

Emah, I. E., Etuk, G. K., & Etudor-Eyo, E. (2012). Employing dramatization to re-engineer Nigerian students' attitudes to gender equity in educational and employment opportunities: A model in peace education. *International Journal of Business and Social Science, 3*(19), 236-240. Retrieved from http://www.ijbssnet.com/journals/Vol_3_No_19_October_2012/26.pdf

Engelkamp, J., & Krumnacker, H. (1980). Image-and motor-processes in the retention of verbal materials. *Zeitschrift Für Experimentelle Und Angewandte Psychologie;* as cited in Mulligan, N. W. (2013). Memory for pictures and actions. In T. J. Perfect, & D. S. Lindsay (Eds.), *The SAGE handbook of applied memory* (pp. 20-36). London: Sage.

Esses, V. M., & Dovidio, J. F. (2002). The role of emotions in determining willingness to engage in intergroup contact. *Personality and Social Psychology Bulletin, 28*(9), 1202-1214. doi:http://dx.doi.org/10.1177/01461672022812006

Feddes, A. R., Noack, P., & Rutland, A. (2009). Direct and extended friendship effects on minority and majority children's interethnic attitudes: A longitudinal study. *Child Development, 80*(2), 377-390. doi:http://dx.doi.org/10.1111/j.1467-8624.2009.01266.x

Fehr, B. (2004). A prototype model of intimacy interactions in same-sex friendships. In D. J. Mashek, & A. Aron (Eds.), *Handbook of closeness and intimacy* (pp. 9-26). London: Lawrence Erlbaum Associates, Inc.

Field, A. (2013). Discovering statistics using IBM SPSS statistics (4th ed.). London: Sage.

Frazer, H., & Fitzduff, M. (1994). *Improving community relations*. Belfast, UK: Community Relations Council. Retrieved from http://cain.ulst.ac.uk/ccru/research/crc/frazer94.htm

Frijda, N. H. (1997). In Pennebaker J. W., Paez D. and Rimé B. (Eds.), *Commemorating.* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Gaertner, S. L., Dovidio, J. F., Banker, B. S., Houlette, M., Johnson, K. M., & McGlynn, E. A. (2000). Reducing intergroup conflict: From superordinate goals to decategorization, recategorization, and mutual differentiation. *Group Dynamics: Theory, Research, and Practice, 4*(1), 98. doi:http://dx.doi.org/10.1037/1089-2699.4.1.98

Gaertner, S. L., Mann, J., Murrell, A., & Dovidio, J. F. (1989). Reducing intergroup bias: The benefits of recategorization. *Journal of Personality and Social Psychology, 57*(2), 239-249. doi:http://dx.doi.org/10.1037/0022-3514.57.2.239

Gaertner, S. L., Rust, M. C., Dovidio, J. F., Bachman, B. A., & Anastasio, P. A. (1994). The contact hypothesis the role of a common ingroup identity on reducing intergroup bias. *Small Group Research, 25*(2), 224-249. doi:http://dx.doi.org/10.1177/1046496494252005

Gallagher, T. (2004). After the war comes peace? An examination of the impact of the Northern Ireland conflict on young people. *Journal of Social Issues, 60*(3), 629-642. doi:http://dx.doi.org/10.1111/j.0022-4537.2004.00375.x

Gallagher, T., & Smith, A. (2000). *The effects of the selective system of secondary education in Northern Ireland: Main report.* (). Bangor, UK: Department of Education. Retrieved from https://www.gov.gg/CHttpHandler.ashx?id=97491&p=0

Gallagher, T., Smith, A., & Montgomery, A. (2003). *Integrated education in Northern Ireland. Participation, profile and performance.* (No. 1). Coleraine, UK: UNESCO Centre, University of Ulster. Retrieved fromhttp://childrenandyouthprogramme.info/pdfs/pdfs_alan/2003_Integrated_Education_in_NI_Participation,_Profile_and_Performance.pdf

Gardner, J., & Gallagher, T. (2007). Gauging the deliverable? Educational research in Northern Ireland. *European Educational Research Journal, 6*(1), 101-114. doi:http://dx.doi.org/10.2304/eerj.2007.6.1.101

Gibson, J. E. (2012). Interviews and focus groups with children: Methods that match children's developing competencies. *Journal of Family Theory & Review, 4*(2), 148-159. doi: https://doi.org/10.1111/j.1756-2589.2012.00119.x

Glass, G. V., Peckham, P. D., & Sanders, J. R. (1972). Consequences of failure to meet assumptions underlying the fixed effects analyses of variance and covariance. *Review of educational research, 42*(3), 237-288. doi:https://doi.org/10.3102/00346543042003237

Gómez, A., & Huici, C. (2008). Vicarious intergroup contact and the role of authorities in prejudice reduction. *Spanish Journal of Psychology, 11*(1), 103-115. doi:https://doi.org/10.1017/S1138741600004169

Gómez, A., Tropp, L. R., & Fernández, S. (2011). When extended contact opens the door to future contact testing the effects of extended contact on attitudes and intergroup

expectancies in majority and minority groups. *Group Processes & Intergroup Relations, 14*(2), 161-173. doi:http://dx.doi.org/10.1177/1368430210391119

Graham, H. E., Frame, M. C., & Kenworthy, J. B. (2014). The moderating effect of prior attitudes on intergroup face-to-face contact. *Journal of Applied Social Psychology, 44*(8), 547-556. doi:http://dx.doi.org/10.1111/jasp.12246

Graham, B., & Shirlow, P. (2002). The battle of the somme in ulster memory and identity. *Political Geography, 21*(7), 881-904. doi:http://dx.doi.org/10.1016/S0962-6298(02)00034-3

Gray, P., McAnulty, U., & Keenan, M. (2009). Moving towards integrated communities in Northern Ireland: New approaches to mixed housing. *European Journal of Housing Policy, 9*(3), 337-353. doi:http://dx.doi.org/10.1080/14616710903138791

Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis, 11*(3), 255-274. doi:http://dx.doi.org/10.3102/01623737011003255

Guba, E. G. (1990). The paradigm dialog. (pp. 20-23) Sage: Newbury Park, CA.

Gudykunst, W. B., & Shapiro, R. B. (1997). Communication in everyday interpersonal and intergroup encounters. *International Journal of Intercultural Relations, 20*(1), 19-45. doi:http://dx.doi.org/10.1016/0147-1767(96)00037-5

Haddock, G., Zanna, M. P., & Esses, V. M. (1993). Assessing the structure of prejudicial attitudes: The case of attitudes toward homosexuals. *Journal of Personality and Social Psychology, 65*(6), 1105-1118. doi:http://dx.doi.org/10.1037/0022-3514.65.6.1105

Hammersley, M. (2003). Recent radical criticism of interview studies: Any implications for the sociology of education? *British Journal of Sociology of Education, 24*(1), 119-126. doi:http://dx.doi.org/10.1080/0142569032000043650

Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. S., & Creswell, J. D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology, 52*(2), 224. doi:http://dx.doi.org/10.1037/0022-0167.52.2.224

Harwood, J., Hewstone, M., Paolini, S., & Voci, A. (2005). Grandparent-grandchild contact and attitudes toward older adults: Moderator and mediator effects. *Personality & Social Psychology Bulletin, 31*(3), 393-406. doi:http://dx.doi.org/10.1177/0146167204271577

Hayes, B. C., McAllister, I., & Dowds, L. (2007). Integrated education, intergroup relations, and political identities in Northern Ireland. *Social Problems, 54*(4), 454-482. doi:http://dx.doi.org/10.1525/sp.2007.54.4.454

Hayward, K., & Komarova, M. (2014). The limits of local accommodation: Why contentious events remain prone to conflict in northern ireland. *Studies in Conflict & Terrorism, 37*(9), 777-791. doi:http://dx.doi.org/10.1080/1057610X.2014.931214

Hearty, K. (2015). The great awakening? The Belfast flag protests and Protestant/Unionist/Loyalist counter-memory in Northern Ireland. *Irish Political Studies, 30*(2), 157-177. doi:http://dx.doi.org/10.1080/07907184.2014.942290

Herek, G. M. (2000). The psychology of sexual prejudice. *Current Directions in Psychological Science, 9*(1), 19-22. doi:http://dx.doi.org/10.1111/1467-8721.00051

Hewitt, C. (1981). Catholic grievances, Catholic nationalism and violence in Northern Ireland during the civil rights period: A reconsideration. *British Journal of Sociology,* 362-380. doi:http://dx.doi.org/10.2307/589283

Hewstone, M. (2003). Panacea for prejudice. *Psychologist, 16*(7), 352-355. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.476.4109&rep=rep1&type=pdf

Hewstone, M. E., & Brown, R. E. (1986). Contact is not enough: An intergroup perspective on the 'Contact hypothesis'. *Contact and conflict in intergroup encounters.* (pp. 1-44). Oxford, UK: Basil Blackwell.

Hewstone, M., Cairns, E., Voci, A., Hamberger, J., & Niens, U. (2006). Intergroup contact, forgiveness, and experience of "The troubles" in northern ireland. *Journal of Social Issues, 62*(1), 99-120. doi:http://dx.doi.org/10.1111/j.1540-4560.2006.00441.x

Hewstone, M., Cairns, E., Voci, A., Paolini, S., McLernon, F., Crisp, R., Niens, R. J., Craig, J. (2005). Intergroup contact in a divided society: Challenging segregation in Northern Ireland. In D. Abrams, M. Hogg A. & J. M. Marques (Eds.), *The social psychology of inclusion and exclusion* (pp. 265-292). Hove, U.K.: Psychology Press.

Hewstone, M., Kenworthy, J. B., Cairns, E., Tausch, N., Hughes, J., Tam, T. Voci, A.von Hecker, U. & Pinder, C. (2008). Stepping stones to reconciliation in Northern Ireland: Intergroup contact, forgiveness and trust. In A. Nadler, T. Malloy & J. Fisher (Eds.), *Social psychology of intergroup reconciliation: From violent conflict to peaceful co-existence* (pp. 199-226). New York: Oxford University Press.

Hill, A., & White, A. (2012). Painting peace? Murals and the Northern Ireland peace process. *Irish Political Studies, 27*(1), 71-88. doi:http://dx.doi.org/10.1080/07907184.2012.636184

Hoffarth, M. R., & Hodson, G. (2015). Who needs imagined contact? Replication attempts examining previous contact as a potential moderator. *Social Psychology, 47*(2), 118-124. doi:http://dx.doi.org/10.1027/1864-9335/a000258

Hofmann, W., Gawronski, B., Gschwendner, T., Le, H., & Schmitt, M. (2005). A meta-analysis on the correlation between the Implicit Association Test and explicit self-report measures. *Personality and Social Psychology Bulletin, 31*(10), 1369-1385. doi: https://doi.org/10.1177/0146167205275613

Horton, D., & Richard Wohl, R. (1956). Mass communication and para-social interaction: Observations on intimacy at a distance. *Psychiatry, 19*(3), 215-229. Retrieved from http://visual-memory.co.uk/daniel/Documents/short/horton_and_wohl_1956.html

Houlette, M. A., Gaertner, S. L., Johnson, K. M., Banker, B. S., Riek, B. M., & Dovidio, J. F. (2004). Developing a more inclusive social identity: An elementary school intervention. *Journal of Social Issues, 60*(1), 35-55. doi:http://dx.doi.org/10.1111/j.0022-4537.2004.00098.x

Hughes, J. (2014). Contact and context: Sharing education and building relationships in a divided society. *Research Papers in Education, 29*(2), 193-210. doi:http://dx.doi.org/10.1080/02671522.2012.754928

Hughes, J. (2016). UNESCO Chair on Globalizing a Shared Education Model for Improving Relations in Divided Societies. *UNESCO Chair/UNITWIN Network Progress Report 2016*. 1-13. Retrieved from: https://www.unesco.org.uk/wp-

content/uploads/2016/05/UNESCO-Chair-on-Globalizing-a-Shared-Education-Model-for-Improving-Relations-in-Divided-Societies-2016-1.pdf

Hughes, J., Blaylock, D., & Donnelly, C. (2015). Does social deprivation influence inter-group contact outcomes for pupils in Northern Ireland? *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education,10*(1), 47-65. doi:http://dx.doi.org/10.6092/issn.1970-2221/4681

Hughes, J., Campbell, A., Hewstone, M., & Cairns, E. (2007). Segregation in Northern Ireland: Implications for community relations policy. *Policy Studies, 28*(1), 33-53. doi:http://dx.doi.org/10.1080/01442870601121429

Hughes, J., Campbell, A., Hewstone, M., & Cairns, E. (2008). "What's there to fear?"—A comparative study of responses to the Out-Group in mixed and segregated areas of Belfast. *Peace & Change, 33*(4), 522-548. doi:http://dx.doi.org/10.1111/j.1468-0130.2008.00517.x

Hughes, J., Campbell, A., Lolliot, S., Hewstone, M., & Gallagher, T. (2013). Inter-group contact at school and social attitudes: Evidence from Northern Ireland. *Oxford Review of Education, 39*(6), 761-779. doi:http://dx.doi.org/10.1080/03054985.2013.857595

Hughes, J., Donnelly, C., Hewstone, M., Gallagher, T., & Carlisle, K. (2010). School Partnerships and Reconciliation: An Evaluation of School Collaboration in Northern Ireland. *Report to Atlantic Philanthropies, Belfast*. Retrieved from http://www.sharingeducationprogramme.co.uk/documents/School%20collaboration%20in%20NI%202010.pdf

Hughes, J., & Loader, R. (2015). 'Plugging the gap': Shared education and the promotion of community relations through schools in Northern Ireland. *British Educational Research Journal, 41*(6), 1142-1155. doi:http://dx.doi.org/10.1002/berj.3206

Husnu, S., & Crisp, R. J. (2010). Elaboration enhances the imagined contact effect. *Journal of Experimental Social Psychology, 46*(6), 943-950. doi:http://dx.doi.org/10.1016/j.jesp.2010.05.014

Husnu, S., & Crisp, R. J. (2011). Enhancing the imagined contact effect. *The Journal of Social Psychology, 151*(1), 113-116. doi:http://dx.doi.org/10.1080/00224541003599043

Husnu, S., & Crisp, R. J. (2015). Perspective-taking mediates the imagined contact effect. *International Journal of Intercultural Relations, 44*, 29-34. doi:http://dx.doi.org/10.1016/j.ijintrel.2014.11.005

Huskinson, T. L., & Haddock, G. (2004). Individual differences in attitude structure: Variance in the chronic reliance on affective and cognitive information. *Journal of Experimental Social Psychology, 40*(1), 82-90. doi:http://dx.doi.org/10.1016/S0022-1031(03)00060-X

Hutchison, P., & Rosenthal, H. E. (2011). Prejudice against Muslims: Anxiety as a mediator between intergroup contact and attitudes, perceived group variability and behavioural intentions. *Ethnic and Racial Studies, 34*(1), 40-61. doi:http://dx.doi.org/10.1080/01419871003763312

Irwin, C. (1991). *Education and the development of social integration in divided societies*. Belfast, UK: Department of Social Anthropology Queen's University of Belfast. Retrieved fromhttp://www.peacepolls.org/peacepolls/documents/004512.pdf

Insko, C. A., Schopler, J., Hoyle, R. H., Dardis, G. J., & Graetz, K. A. (1990). Individual-group discontinuity as a function of fear and greed. *Journal of Personality and Social Psychology, 58*(1), 68-79. doi:http://dx.doi.org/10.1037/0022-3514.58.1.68

Islam, M. R., & Hewstone, M. (1993). Dimensions of contact as predictors of intergroup anxiety, perceived out-group variability, and out-group attitude: An integrative model. *Personality and Social Psychology Bulletin, 19*(6), 700-710. doi:http://dx.doi.org/10.1177/0146167293196005

Jackson, H. (1971). *The two Irelands: A dual study of inter-group tensions* (Report No. 2.). London: Minority Rights Group.

Jarman, N. (2005). No longer a problem. *Institute for Conflict Research,* 1-64. Retrieved from https://www.researchgate.net/profile/Neil_Jarman/publication/237254742_No_Longer_A_Problem_Sectarian_Violence_in_Northern_Ireland/links/0c960527ab71b01582000000.pdf

Jones, S., & Rutland, A. (2018). Attitudes Toward Immigrants Among the Youth. *European Psychologist*. doi: https://doi.org/10.1027/1016-9040/a000310

Joyce, N., & Harwood, J. (2014). Improving intergroup attitudes through televised vicarious intergroup contact social cognitive processing of ingroup and outgroup information. *Communication Research, 41*(5), 627-643. doi:http://dx.doi.org/10.1177/0093650212447944

Kaminer, D., Stein, D. J., Mbanga, I., & Zungu-Dirwayi, N. (2001). The truth and reconciliation commission in South Africa: Relation to psychiatric status and

forgiveness among survivors of human rights abuses. *The British Journal of Psychiatry: The Journal of Mental Science, 178,* 373-377. doi:http://dx.doi.org/10.1192/bjp.178.4.373

Kenworthy, J. B., Voci, A., Al Ramiah, A., Tausch, N., Hughes, J., & Hewstone, M. (2015). Building trust in a postconflict society an integrative model of cross-group friendship and intergroup emotions. *Journal of Conflict Resolution, Advance online publication* doi:http://dx.doi.org/10.1177/0022002714564427

King, M. F., & Bruner, G. C. (2000). Social desirability bias: A neglected aspect of validity testing. *Psychology and Marketing, 17*(2), 79-103. doi:http://dx.doi.org/10.1002/(SICI)1520-6793(200002)17:2<79::AID-MAR2>3.0.CO;2-0

Kitzinger, J. (1995). Qualitative research. introducing focus groups. British Medical Journal (Clinical Research Ed.), 311(7000), 299-302. doi:http://dx.doi.org/10.1136/bmj.311.7000.299

Kleinpenning, G., & Hagendoorn, L. (1993). Forms of racism and the cumulative dimension of ethnic attitudes. *Social Psychology Quarterly,* 21-36. Retrieved from http://www.jstor.org/stable/2786643

Kuchenbrandt, D., Eyssel, F., & Seidel, S. K. (2013). Cooperation makes it happen: Imagined intergroup cooperation enhances the positive effects of imagined contact. *Group Processes & Intergroup Relations, 16*(5), 635-647. doi:http://dx.doi.org/10.1177/1368430212470172

Lai, C. K., Marini, M., Lehr, S. A., Cerruti, C., Shin, J. L., Joy-Gaba, J. A., . . . Koleva, S. P. (2014). Reducing implicit racial preferences: I. A comparative investigation of

17 interventions. *Journal of Experimental Psychology: General, 143*(4), 1765. doi:http://dx.doi.org/10.1037/a0036260

Lambe, J., & Bones, R. (2007). The effect of school-based practice on student teachers' attitudes towards inclusive education in Northern Ireland. *Journal of Education for Teaching, 33*(1), 99-113. doi:http://dx.doi.org/10.1080/02607470601098369

Langer, S. K. (1966). The cultural importance of the arts. *Journal of Aesthetic Education, 1*(1), 5-12. doi:http://dx.doi.org/10.2307/3331349

Laurenceau, J., Barrett, L. F., & Pietromonaco, P. R. (1998). Intimacy as an interpersonal process: The importance of self-disclosure, partner disclosure, and perceived partner responsiveness in interpersonal exchanges. *Journal of Personality and Social Psychology, 74*(5), 1238-1251. doi:http://dx.doi.org/10.1037/0022-3514.74.5.1238

Lemmer, G., & Wagner, U. (2015). Can we really reduce ethnic prejudice outside the lab? A meta-analysis of direct and indirect contact interventions. *European Journal of Social Psychology, 45*(2), 152-168. doi:http://dx.doi.org/10.1002/ejsp.2079

Leonard, M., & McKnight, M. (2011). Bringing down the walls: Young people's perspectives on peace-walls in Belfast. *International Journal of Sociology and Social Policy, 31*(9/10), 569-582. doi:http://dx.doi.org/10.1108/01443331111164151

Levav, J., & Fitzsimons, G. J. (2006). When questions change behavior: The role of ease of representation. *Psychological Science, 17*(3), 207-213. doi:https://doi.org/10.1111/j.1467-9280.2006.01687.x

Lewicki, R. J., McAllister, D. J., & Bies, R. J. (1998). Trust and distrust: New relationships and realities. *Academy of Management Review, 23*(3), 438-458. doi:http://dx.doi.org/10.5465/AMR.1998.926620

Leyens, J., Demoulin, S., Vaes, J., Gaunt, R., & Paladino, M. P. (2007). Infra-humanization: The wall of group differences. *Social Issues and Policy Review, 1*(1), 139-172. doi:http://dx.doi.org/10.1111/j.1751-2409.2007.00006.x

Liebkind, K., Mähönen, T. A., Solares, E., Solheim, E., & Jasinskaja-Lahti, I. (2014). Prejudice-reduction in culturally mixed classrooms: The development and assessment of a theory-driven intervention among majority and minority youth in finland. *Journal of Community & Applied Social Psychology, 24*(4), 325-339. doi:http://dx.doi.org/10.1002/casp.2168

Liebkind, K., & McAlister, A. L. (1999). Extended contact through peer modelling to promote tolerance in Finland. *European Journal of Social Psychology, 29*(5-6), 765-780. doi:http://dx.doi.org/10.1002/(SICI)1099-0992(199908/09)29:5/6<765::AID-EJSP958>3.0.CO;2-J

Lienemann, B. A., & Stopp, H. T. (2013). The association between media exposure of interracial relationships and attitudes toward interracial relationships. *Journal of Applied Social Psychology, 43*(S2), 398-415. doi:http://dx.doi.org/10.1111/jasp.12037

Loader, R. (2015). *Shared education in Northern Ireland: A qualitative study of intergroup contact.* (Unpublished Doctoral dissertation). Queen's University, Belfast.

Logue, P., McGillion, K., & Shirlow, P. (2007). *A report to the peace II monitoring committee on the border protestant community and the peace programmes*. Belfast, UK: The Special EU Programmes Body. Retrieved fromhttp://www.seupb.eu/Libraries/Peace_Network_Meetings_and_Events/PN__The_Border_Protestant_Community_and_the_EU_PEACE_Programmes__100205_A_report_to_the_Peace_II_Monitoring_Committee.sflb.ashx

Lundy, P., & McGovern, M. (2001). The politics of memory in post-conflict Northern Ireland. *Peace Review*, *13*(1), 27-33. doi:http://dx.doi.org/10.1080/10402650120038116

Mackie, D. M., Devos, T., & Smith, E. R. (2000). Intergroup emotions: Explaining offensive action tendencies in an intergroup context. *Journal of Personality and Social Psychology*, *79*(4), 602. doi:http://dx.doi.org/10.1037/0022-3514.79.4.602

MacNeil, M. K., & Sherif, M. (1976). Norm change over subject generations as a function of arbitrariness of prescribed norms. *Journal of Personality and Social Psychology*, *34*(5), 762. doi:http://dx.doi.org/10.1037/0022-3514.34.5.762

Magill, C., Smith, A., & Hamber, B. (2009). The Role of Education in Reconciliation. The Perspectives of Children and Young People in Bosnia and Herzegovina and Northern Ireland. Retrieved from: https://www.files.ethz.ch/isn/116221/Role%20of%20education%20in%20reconciliation%202009.pdf

Mallett, R. K., Wilson, T. D., & Gilbert, D. T. (2008). Expect the unexpected: failure to anticipate similarities leads to an intergroup forecasting error. *Journal of personality and social psychology*, *94*(2), 265. doi: http://dx.doi.org/10.1037/0022-3514.94.2.94.2.265

Marion, M., & Stremmel, A. (1983). Teaching peace in the classroom. *Early Childhood Education Journal*, *10*(3), 6-10. doi:http://dx.doi.org/10.1007/BF01617529

Matthews, P. (2014a). *Enrolments at schools and in funded pre-school education in Northern Ireland 2013/14 (revised)*. Bangor, Northern Ireland: Department of Education Northern Ireland. Retrieved

from http://www.deni.gov.uk/enrolments_in_schools_1314__-_february_release_-_final_rev.pdf

Matthews, P. (2014b). *Statistical bulletin enrolments at grant-aided schools 2014/15: Basic statistics*. Bangor, Northern Ireland: Department of Education Northern Ireland. Retrieved from http://www.deni.gov.uk/statistical_bulletin_-enrolments_at_grant-aided_primary_and_post_primary_schools_201415_-_final.pdf

Mazziotta, A., Mummendey, A., & Wright, S. C. (2011). Vicarious intergroup contact effects applying social-cognitive theory to intergroup contact research. *Group Processes & Intergroup Relations, 14*(2), 255-274. doi:http://dx.doi.org/10.1177/1368430210390533

Mazziotta, A., Rohmann, A., Wright, S. C., Tezanos-Pinto, D., & Lutterbach, S. (2015). (How) does positive and negative extended cross-group contact predict direct cross-group contact and intergroup attitudes? *European Journal of Social Psychology, 45*(5), 653-667. doi:http://dx.doi.org/10.1002/ejsp.2110

McAleavy, G., Donegan, T., & O'Hagan, C. (2009). Visioning new modes of integrated and shared schooling in Northern Ireland. *European Journal of Education, 44*(4), 539-558. doi:http://dx.doi.org/10.1111/j.1465-3435.2009.01402.x

McClenahan, C., Cairns, E., Dunn, S., & Morgan, V. (1996). Intergroup friendships: Integrated and desegregated schools in Northern Ireland. *The Journal of Social Psychology, 136*(5), 549-558. doi:http://dx.doi.org/10.1080/00224545.1996.9714039

McEntee, R. S., Coleman, R., & Yaschur, C. (2016). Comparing the effects of vivid writing and photographs on moral judgment in public relations. *Journalism & Mass Communication Quarterly, (Online ahead of print)*, 1-20. doi:http://dx.doi.org/10.1177/1077699016681467

McEvoy, L., McEvoy, K., & McConnachie, K. (2006). Reconciliation as a dirty word: Conflict, community relations and education in Northern Ireland. *Journal of International Affairs, 60*(1), 81. Retrieved fromhttp://eds.a.ebscohost.com.queens.ezp1.qub.ac.uk/eds/pdfviewer/pdfviewer?sid=f7a3024e-cbad-4b6b-933b-8e3149fab38d@sessionmgr4001&vid=3&hid=4205

McGlothlin, H., Killen, M., & Edmonds, C. (2005). European-American children's intergroup attitudes about peer relationships. *British Journal of Developmental Psychology, 23*(2), 227-250. doi:http://dx.doi.org/10.1348/026151005x26101

McGlynn, C. (2003). Integrated education in Northern Ireland in the context of critical multiculturalism. *Irish Educational Studies, 22*(3), 11-27. doi:http://dx.doi.org/10.1080/0332331030220305

McKeown, S. (2013). *Identity, segregation and peace-building in Northern Ireland: A social psychological perspective* Palgrave Macmillan. doi:http://dx.doi.org/10.1057/9781137323187

McKeown, S., Stringer, M., & Cairns, E. (2015). Classroom segregation: Where do students sit and how is this related to group relations? *British Educational Research Journal, 42*(1), 40-55. doi:http://dx.doi.org/10.1002/berj.3200

McLernon, F., Cairns, E., & Hewstone, M. (2002). Views on forgiveness in Northern Ireland. *Peace Review, 14*(3), 285-290. doi:http://dx.doi.org/10.1080/1367886022000016839

McNally, D. (2014). Transgenerational trauma and dealing with the past in Northern Ireland. *Wave Trauma Centre,* 1-94. Retrieved from http://www.wavetraumacentre.org.uk/uploads/pdf/1404220890--100105-WAVE-transgen-report.pdf;

Miles, E., & Crisp, R. J. (2014). A meta-analytic test of the imagined contact hypothesis. *Group Processes & Intergroup Relations, 17*(1), 3-26. doi:http://dx.doi.org/10.1177/1368430213510573

Miller, N. (2002). Personalization and the promise of contact theory. *Journal of Social Issues, 58*(2), 387-410. doi:http://dx.doi.org/10.1111/1540-4560.00267

Muldoon, O. T., & Downes, C. (2007). Social identification and post-traumatic stress symptoms in post-conflict Northern Ireland. *The British Journal of Psychiatry: The Journal of Mental Science, 191*, 146-149. doi:http://dx.doi.org/10.1192/bjp.bp.106.022038

Mulligan, N. W. (2013). Memory for pictures and actions. In T. J. Perfect, & D. S. Lindsay (Eds.), *The SAGE handbook of applied memory* (pp. 20-36). London: Sage.

Munniksma, A., Stark, T. H., Verkuyten, M., Flache, A., & Veenstra, R. (2013). Extended intergroup friendships within social settings: The moderating role of initial outgroup attitudes. *Group Processes & Intergroup Relations,16*(6), 752-770. doi:http://dx.doi.org/10.1177/1368430213486207

Murphey, T., & Arao, H. (2001). Reported belief changes through near peer role modeling. *The Electronic Journal for English as a Second Language, 5*(3), 1-15. Retrieved from http://tesl-ej.org/ej19/a1.html

Nelson, S., Dickson, D., & Hargie, O. (2003). Learning together, living apart: The experiences of university students in Northern Ireland. *Qualitative Studies in Education, 16*(6), 777-795. doi:http://dx.doi.org/10.1080/09518390310001632144

Nichols, A. L., & Maner, J. K. (2008). The good-subject effect: Investigating participant demand characteristics. *The Journal of General Psychology, 135*(2), 151-166. doi:http://dx.doi.org/10.3200/GENP.135.2.151-166

Niens, U., & Chastenay, M. (2008). Educating for peace? Citizenship education in Quebec and Northern Ireland. *Comparative Education Review, 52*(4), 519-540. doi:http://dx.doi.org/10.1086/591296

Nolan, P. (2012). *Northern Ireland peace monitoring report.* (No. 1). Belfast: Northern Ireland Community Relations Council. Retrieved from http://cain.ulst.ac.uk/events/peace/docs/nipmr_2012-02.pdf

Nolan, P. (2013). *Northern Ireland peace monitoring report.* (No. 2). Belfast: Northern Ireland Community Relations Council. Retrieved from http://www.community-relations.org.uk/wp-content/uploads/2012/01/ni-peace-monitoring-report-2013-layout-1.pdf

Nolan, P. (2014). *Northern Ireland peace monitoring report.* (No. 3). Belfast: Northern Ireland Community Relations Council. Retrieved from http://www.community-relations.org.uk/wp-content/uploads/2013/11/Peace-Monitoring-Report-2014.pdf;

Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in Health Sciences Education, 15*(5), 625-632. doi:http://dx.doi.org/10.1007/s10459-010-9222-y

Northern Ireland Assembly. (2016). *Shared Education Act* (Northern Ireland), 1-4. Retrieved

from http://www.niassembly.gov.uk/globalassets/documents/legislation/bills/executi

ve-bills/session-2015-2016/shared-education-bill/shared-education-bill---as-amended-at-cs.pdf

Northern Ireland Council for Integrated Education. (2012). *Statement of principles*, 1-8. Retrieved from http://www.nicie.org/wp-content/uploads/2012/08/Statement-of-Principles.pdf

Northern Ireland Council for Integrated Education. (2013). *NICIE annual report 2012-2013.* (No. 6). Belfast, UK: Retrieved from http://www.nicie.org/wp-content/uploads/2012/08/NICIE-Annual-Report-2012-13-web.pdf

Northern Ireland Curriculum. (2007). Thinking skills and personal capabilities for key stage 3, 1-49. Retrieved from http://www.nicurriculum.org.uk/docs/skills_and_capabilities/training/TSPC-Guidance-KS3.pdf

Northern Ireland Shared Education Signature Project. (2014). *DSC Signature Project: Shared Education*. Retrieved December 13, 2015, from http://www.sepni.org/site/homepage.asp?page_area=6459

Odena, O. (2010). Practitioners' views on cross-community music education projects in Northern Ireland: Alienation, socio-economic factors and educational potential. *British Educational Research Journal, 36*(1), 83-105. doi:http://dx.doi.org/10.1080/01411920902878909

Office of the First Minister and Deputy First Minister. (2005). *A shared future: Policy and strategic framework for good relations in Northern Ireland.* Belfast, UK: Belfast: Retrieved from https://www.ofmdfmni.gov.uk/sites/default/files/publications/ofmdfm_dev/a-shared-future-policy-2005.pdf

Office of the First Minister and Deputy First Minister. (2015). *Together: Building a united community ministerial forward.* Belfast, UK: Retrieved fromhttps://www.ofmdfmni.gov.uk/sites/default/files/publications/ofmdfm_dev/together-building-a-united-community-strategy.pdf

Orne, M. T. (1962). On the social psychology of the psychological experiment: With particular reference to demand characteristics and their implications. *American Psychologist, 17*(11), 776. doi:http://dx.doi.org/10.1037/h0043424

Page-Gould, E., Mendoza-Denton, R., Alegre, J. M., & Siy, J. O. (2010). Understanding the impact of cross-group friendship on interactions with novel outgroup members. *Journal of Personality and Social Psychology, 98*(5), 775-793. doi:http://dx.doi.org/10.1037/a0017880

Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology,95*(5), 1080-1094. doi:http://dx.doi.org/10.1037/0022-3514.95.5.1080

Pagotto, L., Visintin, E. P., De Iorio, G., & Voci, A. (2012). Group processes & intergroup. *Group Processes & Intergroup Relations, 16*(2), 209-216. doi:http://dx.doi.org/10.1177/1368430212450057

Pagotto, L., Voci, A., & Maculan, V. (2010). The effectiveness of intergroup contact at work: Mediators and moderators of hospital workers' prejudice towards immigrants. *Journal of Community & Applied Social Psychology,20*(4), 317-330. doi:http://dx.doi.org/10.1002/casp.1038

Paivio, A., & Csapo, K. (1973). Picture superiority in free recall: Imagery or dual coding? *Cognitive Psychology, 5*(2), 176-206. doi:http://dx.doi.org/10.1016/0010-0285(73)90032-7

Pallant, J. (2001). *SPSS survival manual* (3rd ed.). Buckingham, UK: Open University Press.

Paolini, S., Harris, N. C., & Griffin, A. S. (2016). Learning anxiety in interactions with the outgroup: Towards a learning model of anxiety and stress in intergroup contact. *Group Processes & Intergroup Relations, 19*(3), 275-313. doi:http://dx.doi.org/10.1177/1368430215572265

Paolini, S., Hewstone, M., & Cairns, E. (2007). Direct and indirect intergroup friendship effects: Testing the moderating role of the affective-cognitive bases of prejudice. *Personality & Social Psychology Bulletin, 33*(10), 1406-1420. doi:http://dx.doi.org/10.1177/0146167207304788

Paolini, S., Hewstone, M., Cairns, E., & Voci, A. (2004). Effects of direct and indirect cross-group friendships on judgments of Catholics and Protestants in Northern Ireland: The mediating role of an anxiety-reduction mechanism. *Personality & Social Psychology Bulletin, 30*(6), 770-786. doi:http://dx.doi.org/10.1177/0146167203262848

Paris, C., Gray, P., & Muir, J. (2003). Devolving housing policy and practice in Northern Ireland 1998-2002'. *Housing Studies, 18*(2), 159-176. doi:http://dx.doi.org/10.1080/0267303032000087702

Park, B., & Judd, C. M. (1990). Measures and models of perceived group variability. *Journal of Personality and Social Psychology, 59*(2), 173-191. doi:http://dx.doi.org/10.1037/0022-3514.59.2.173

Parker, I. (1992). *Discourse dynamics: Critical analysis for social and individual psychology* (2nd ed.). London: Routledge.

Pettigrew, T. F. (1997). Generalized intergroup contact effects on prejudice. *Personality and Social Psychology Bulletin, 23*(2), 173-185. doi:http://dx.doi.org/10.1177/0146167297232006

Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology, 49*(1), 65-85. doi:http://dx.doi.org/10.1146/annurev.psych.49.1.65

Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 90*(5), 751-783. doi:http://dx.doi.org/10.1037/0022-3514.90.5.751

Pettigrew, T. F., & Tropp, L. R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology, 38*(6), 922-934. doi:http://dx.doi.org/10.1002/ejsp.504

Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations, 35*(3), 271-280. doi:http://dx.doi.org/10.1016/j.ijintrel.2011.03.001

Phelps, E. A. (2004). Human emotion and memory: Interactions of the amygdala and hippocampal complex. *Current Opinion in Neurobiology, 14*(2), 198-202. doi:https://doi.org/10.1016/j.conb.2004.03.015

Phillips, D. C. (1990). Subjectivity and objectivity: An objective inquiry. In E. W. Eisner, & A. Peshkin (Eds.), *Qualitative inquiry in education: The continuing debate* (pp. 19-37). New York: Teachers College Press.

Police Service of Northern Ireland. (2015). *Trends in Hate Motivated Incidents and Crimes Recorded by the Police in Northern Ireland 2004/05 to 2014/15*. Northern Ireland Statistics and Research Agency. Retrieved from https://www.psni.police.uk/globalassets/inside-the-psni/our-statistics/hate-motivation-statistics/hate_motivated_incidents_and_crimes_in_northern_ireland_2004-05_to_2014-15.pdf

Powell, H., Mihalas, S., Onwuegbuzie, A. J., Suldo, S., & Daley, C. E. (2008). Mixed methods research in school psychology: A mixed methods investigation of trends in the literature. *Psychology in the Schools, 45*(4), 291-309. doi:http://dx.doi.org/10.1002/pits.20296

Prati, F., & Loughnan, S. (2018). Imagined intergroup contact promotes support for human rights through increased humanization. *European Journal of Social Psychology*, *48*(1), O51-O61. doi: https://doi.org/10.1002/ejsp.2282

Prior, K., & Sargent-Cox, K. A. (2014). Students' expectations of ageing: An evaluation of the impact of imagined intergenerational contact and the mediating role of ageing anxiety. Journal of Experimental Social Psychology, 55, 99-104. doi: https://doi.org/10.1016/j.jesp.2014.06.001

Ramzy, N. (2007). Intergenerational and transgenerational transmission of hatred and violence: Some psychoanalytic comments for the prevention and amelioration of hatred and violence in the Palestinian–Israeli conflict. *International Journal of Applied Psychoanalytic Studies, 4*(3), 308-309. doi:http://dx.doi.org/10.1002/aps.148

Reicher, S., Spears, R., & Haslam, S. A. (2010). The social identity approach in social psychology. In M. Wetherell, & C. Mohanty Talpade (Eds.), *The SAGE handbook of identities* (pp. 45-62). London: SAGE Publications Ltd.

Reid, K. (2006). Learning for life and work: Local and global citizenship case study, Grosvenor Grammar School, 1-8. Retrieved from http://www.nicurriculum.org.uk/docs/learning_for_life_and_work/case_study/cs_grosvenor.pdf

Reik, T. (1944). A psychologist looks at love. New York: Farrar & Rinehart.; as cited in Aron, A., Aron, E. N., Tudor, M., & Nelson, G. (1991). Close relationships as including other in the self. In H. T. Reis, & C. E. Rusbult (Eds.) (2004), *Close relationships: Key readings* (pp. 365-379). Hove, U.K.: Psychology Press.

Richardson, N. (2011). Evaluating the Northern Ireland experience. In N. Richardson, & T. Gallagher (Eds.), *Education for diversity and mutual understanding: The experience of Northern Ireland* (pp. 331-351). Oxford: Peter Lang.

Richardson, N., & Gallagher, T. (2011). Education for diversity and mutual understanding: The experience of Northern Ireland. Oxford: Peter Lang.

Rothbart, M., & Park, B. (1986). On the confirmability and disconfirmability of trait concepts. *Journal of Personality and Social Psychology, 50*(1), 131-142. doi:http://dx.doi.org/10.1037/0022-3514.50.1.131

Roulston, S., & Young, O. (2013). GPS tracking of some Northern Ireland students–patterns of shared and separated space: Divided we stand? *International Research in Geographical and Environmental Education, 22*(3), 241-258. doi:http://dx.doi.org/10.1080/10382046.2013.817722

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, *25*(1), 54-67. doi:http://dx.doi.org/10.1006/ceps.1999.1020

Schiappa, E., Gregg, P. B., & Hewes, D. E. (2005). The parasocial contact hypothesis. *Communication Monographs, 72*(1), 92-115. doi:http://dx.doi.org/10.1080/0363775052000342544

Schmider, E., Ziegler, M., Danay, E., Beyer, L., & Bühner, M. (2010). Is it really robust? *Methodology: European Journal of Research Methods for the Behavioral and Social Sciences, 6*(4), 147-151. doi:http://dx.doi.org/10.1027/1614-2241/a000016

Schmidt, F. L. (1996). Statistical significance testing and cumulative knowledge in psychology: Implications for training of researchers. *Psychological Methods, 1*(2), 115. doi:http://dx.doi.org/10.1037/1082-989X.1.2.115

Shelton, J. N., & Richeson, J. A. (2005). Intergroup contact and pluralistic ignorance. *Journal of personality and social psychology*, *88*(1), 91. doi: http://dx.doi.org/10.1037/0022-3514.88.1.91

Sherif, M., Harvey, O. J., White, B. J., Hood, W. R., & Sherif, C. W. (1961). Chapter 7: Intergroup relations: Reducing friction. *Intergroup conflict and cooperation: The robbers cave experiment* (pp. 150-198). Norman, OK: University of Oklahoma Book Exchange. Retrieved from http://psychclassics.yorku.ca/Sherif/chap7.htm?wptouch_preview_theme=enabled

Shirlow, P. (2003). Who fears to speak': Fear, mobility, and ethno-sectarianism in the two 'Ardoynes. *The Global Review of Ethnopolitics, 3*(1), 76-91. doi:http://dx.doi.org/10.1080/14718800308405159

Simpson, J. A. (2007). Psychological foundations of trust. *Current Directions in Psychological Science*, *16*(5), 264-268. doi:http://dx.doi.org/10.1111/j.1467-8721.2007.00517.x

Slattery, E. L., Voelker, C. C., Nussenbaum, B., Rich, J. T., Paniello, R. C., & Neely, J. G. (2011). A practical guide to surveys and questionnaires. *Otolaryngology--Head and Neck Surgery: Official Journal of American Academy of Otolaryngology-Head and Neck Surgery*, *144*(6), 831-837. doi:http://dx.doi.org/10.1177/0194599811399724

Smith, A., & Magill, C. (2009). *Reconciliation: Does education have a role?* (No. 8). Coleraine, Northern Ireland: Shared Space. Retrieved fromhttp://uir.ulster.ac.uk/7103/1/Smith_and_Magill_%282009%29_Reconciliation._Does_Education_have_a_role.pdf

Smyth, M. (1998). 3. Deaths of children and young people in the troubles . In Marie Smyth and The Cost of the Troubles Study (Ed.), *Half the battle: Understanding the impact of the troubles on children and young people*. Londonderry, Northern Ireland: INCORE. Retrieved from http://cain.ulst.ac.uk/issues/violence/cts/smyth1.htm

Soliz, J., & Harwood, J. T. (2006). Shared family identity, age salience, and intergroup contact. *Communication Monographs*, *73*(1), 87-107. doi:http://dx.doi.org/10.1080/03637750500534388

Somerville, L. H. (2013). The teenage brain sensitivity to social evaluation. *Current Directions in Psychological Science*, *22*(2), 121-127. doi:http://dx.doi.org/10.1177/0963721413476512

Sønderskov, K. M., & Thomsen, J. P. F. (2015). Contextualizing intergroup contact do political party cues enhance contact effects? *Social Psychology Quarterly, 78*(1), 49-76. doi:http://dx.doi.org/10.1177/0190272514560761

Sprott, D. E., Spangenberg, E. R., Block, L. G., Fitzsimons, G. J., Morwitz, V. G., & Williams, P. (2006). The question–behavior effect: What we know and where we go from here. *Social Influence, 1*(2), 128-137. doi:http://dx.doi.org/10.1080/15534510600685409

Stathi, S., Cameron, L., Hartley, B., & Bradford, S. (2014). Imagined contact as a prejudice-reduction intervention in schools: The underlying role of similarity and attitudes. *Journal of Applied Social Psychology, 44*(8), 536-546. doi:http://dx.doi.org/10.1111/jasp.12245

Stathi, S., & Crisp, R. J. (2008). Imagining intergroup contact promotes projection to outgroups. *Journal of Experimental Social Psychology, 44*(4), 943-957. doi:http://dx.doi.org/10.1016/j.jesp.2008.02.003

Stathi, S., Crisp, R. J., & Hogg, M. A. (2011). Imagining intergroup contact enables member-to-group generalization. *Group Dynamics: Theory, Research, and Practice, 15*(3), 275-284. doi:http://dx.doi.org/10.1037/a0023752

Stathi, S., Tsantila, K., & Crisp, R. J. (2012). Imagining intergroup contact can combat mental health stigma by reducing anxiety, avoidance and negative stereotyping. *The Journal of Social Psychology, 152*(6), 746-757. doi:http://dx.doi.org/10.1080/00224545.2012.697080

Stephan, W. G., & Stephan, C. W. (1985). Intergroup anxiety. *Journal of Social Issues, 41*(3), 157-175. doi:http://dx.doi.org/10.1111/j.1540-4560.1985.tb01134.x

Stephan, W. G., & Stephan, C. W. (2000). An integrated threat theory of prejudice. In S. Oskamp (Ed.), *Reducing prejudice and discrimination* (2nd ed., pp. 23-45). Hove, UK: Psychology Press.

Stephan, W. G., Stephan, C. W., & Gudykunst, W. B. (1999). Anxiety in intergroup relations: A comparison of anxiety/uncertainty management theory and integrated threat theory. *International Journal of Intercultural Relations, 23*(4), 613-628. doi:http://dx.doi.org/10.1016/S0147-1767(99)00012-7

Stern, S. L. (1983). Why drama works: A psycholinguistic perspective. In W. J. OllerJohn, & P. A. Richard-Amato (Eds.), *Methods that work: A smorgasbord of ideas for language teachers* (pp. 207-225). Rowly, MA: Newbury House.

Stringer, M., & Cairns, E. (1983). Catholic and protestant young people's ratings of stereotyped protestant and catholic faces*. *British Journal of Social Psychology, 22*(3), 241-246. doi:http://dx.doi.org/10.1111/j.2044-8309.1983.tb00588.x

Stringer, M., Irwing, P., Giles, M., McClenahan, C., Wilson, R., & Hunter, J. (2009). Intergroup contact, friendship quality and political attitudes in integrated and segregated schools in Northern Ireland. *British Journal of Educational Psychology, 79*(2), 239-257. doi:http://dx.doi.org/10.1348/978185408X368878

Stringer, M., & McLaughlin-Cook, N. (1985). The effects of limited and conflicting stereotypic information on group categorization in northern Ireland1. *Journal of Applied Social Psychology, 15*(5), 399-407. doi:http://dx.doi.org/10.1111/j.1559-1816.1985.tb00915.x

Swart, H., Hewstone, M., Christ, O., & Voci, A. (2011). Affective mediators of intergroup contact: A three-wave longitudinal study in South Africa. *Journal of*

Personality and Social Psychology, 101(6), 1221-1238. doi:http://dx.doi.org/10.1037/a0024450

Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In M. Hogg A., & D. Abrams (Eds.), *Intergroup relations: Essential readings. Key readings in social psychology. (2001).* (pp. 94-109). New York, US: Psychology Press.

Tam, T., Hewstone, M., Cairns, E., Tausch, N., Maio, G., & Kenworthy, J. (2007). The impact of intergroup emotions on forgiveness in Northern Ireland. *Group Processes & Intergroup Relations, 10*(1), 119-136. doi:http://dx.doi.org/10.1177/1368430207071345

Tam, T., Hewstone, M., Kenworthy, J., & Cairns, E. (2009). Intergroup trust in Northern Ireland. *Personality & Social Psychology Bulletin, 35*(1), 45-59. doi:http://dx.doi.org/10.1177/0146167208325004

Tam, T., Hewstone, M., Kenworthy, J. B., Voci, A., Cairns, E., & Van Dick, R. (2008b). Positive emotions in intergroup conflict? The mediational role of intergroup emotions and empathy in contact between Catholics and Protestants in Northern Ireland. Unpublished manuscript: as cited in Tam, T., Hewstone, M., Kenworthy, J. B., Cairns, E., Marinetti, C., Geddes, L., & Parkinson, B. (2008). Postconflict reconciliation: Intergroup forgiveness and implicit biases in Northern Ireland. Journal of Social Issues, 64(2), 303-320. doi:http://dx.doi.org/10.1111/j.1540-4560.2008.00563.x

Tausch, N., Hewstone, M., Kenworthy, J., Cairns, E., & Christ, O. (2007). Cross-Community contact, perceived status differences, and intergroup attitudes in Northern Ireland: The mediating roles of Individual-level versus Group-level threats and the

moderating role of social identification. *Political Psychology, 28*(1), 53-68. doi:http://dx.doi.org/10.1111/j.1467-9221.2007.00551.x

Tam, T., Hewstone, M., Kenworthy, J. B., Cairns, E., Marinetti, C., Geddes, L., & Parkinson, B. (2008a). Postconflict reconciliation: Intergroup forgiveness and implicit biases in Northern Ireland. *Journal of Social Issues, 64*(2), 303-320. doi:http://dx.doi.org/10.1111/j.1540-4560.2008.00563.x

Tausch, N., Hewstone, M., Schmid, K., Hughes, J., & Cairns, E. (2011). Extended contact effects as a function of closeness of relationship with ingroup contacts. *Group Processes & Intergroup Relations, 14*(2), 239-254. doi:http://dx.doi.org/10.1177/1368430210390534

Terry, D. J., Hogg, M. A., & White, K. M. (1999). The theory of planned behaviour: Self-identity, social identity and group norms. *The British Journal of Social Psychology, 38*, 225. doi:http://dx.doi.org/10.1348/014466699164149

Titzmann, P. F., Brenick, A., & Silbereisen, R. K. (2015). Friendships fighting prejudice: A longitudinal perspective on adolescents' cross-group friendships with immigrants. *Journal of Youth and Adolescence, 44*(6), 1318-1331. doi:http://dx.doi.org/10.1007/s10964-015-0256-6

Tredoux, C., Dixon, J., Durrheim, K., & Zuma, B. (2017). Interracial Contact among University and School Youth in Post-apartheid South Africa. *The Wiley Handbook of Group Processes in Children and Adolescents*, 393-415. doi: https://doi.org/10.1002/9781118773123.ch19

Tropp, L. R., & Bianchi, R. A. (2006). Interpreting references to group membership in context: Feelings about intergroup contact depending on who says what to

whom. *European Journal of Social Psychology, 37*(1), 153-170. doi:http://dx.doi.org/10.1002/ejsp.340

Tropp, L. R., O'Brien, T. C., & Migacheva, K. (2014). How peer norms of inclusion and exclusion predict children's interest in cross-ethnic friendships. *Journal of Social Issues, 70*(1), 151-166. doi:http://dx.doi.org/10.1111/josi.12052

Tropp, L. R., & Pettigrew, T. F. (2005). Relationships between intergroup contact and prejudice among minority and majority status groups. *Psychological Science, 16*(12), 951-957. doi:http://dx.doi.org/10.1111/j.1467-9280.2005.01643.x

Turner, R. H. (1992). Some contributions of Muzafer Sherif to sociology. *Social judgment and intergroup relations* (pp. 75-88) Springer. doi:http://dx.doi.org/10.1007/978-1-4612-2860-8_3

Turner, R. N., & Cameron, L. (2016). Confidence in contact: A new perspective on promoting Cross-Group friendship among children and adolescents. *Social Issues and Policy Review, 10*(1), 212-246. doi:http://dx.doi.org/10.1111/sipr.12023

Turner, R. N., & Crisp, R. J. (2010). Imagining intergroup contact reduces implicit prejudice. *British Journal of Social Psychology, 49*(1), 129-142. doi:http://dx.doi.org/10.1348/014466609X419901

Turner, R. N., Crisp, R. J., & Lambert, E. (2007a). Imagining intergroup contact can improve intergroup attitudes. *Group Processes & Intergroup Relations, 10*(4), 427-441. doi:http://dx.doi.org/10.1177/1368430207081533

Turner, R. N., Dhont, K., Hewstone, M., Prestwich, A., & Vonofakou, C. (2014). The role of personality factors in the reduction of intergroup anxiety and amelioration of outgroup attitudes via intergroup contact. *European Journal of Personality, 28*(2), 180-192. doi: https://doi.org/10.1002/per.1927

Turner, R. N., & Feddes, A. R. (2011). How intergroup friendship works: A longitudinal study of friendship effects on outgroup attitudes. *European Journal of Social Psychology, 41*(7), 914-923. doi:http://dx.doi.org/10.1002/ejsp.843

Turner, R. N., Hewstone, M., & Voci, A. (2007b). Reducing explicit and implicit outgroup prejudice via direct and extended contact: The mediating role of self-disclosure and intergroup anxiety. *Journal of Personality and Social Psychology, 93*(3), 369-388. doi:http://dx.doi.org/10.1037/0022-3514.93.3.369

Turner, R. N., Hewstone, M., Voci, A., Paolini, S., & Christ, O. (2007c). Reducing prejudice via direct and extended cross-group friendship. *European Review of Social Psychology, 18*(1), 212-255. doi:http://dx.doi.org/10.1080/10463280701680297

Turner, R. N., Hewstone, M., Voci, A., & Vonofakou, C. (2008). A test of the extended intergroup contact hypothesis: The mediating role of intergroup anxiety, perceived ingroup and outgroup norms, and inclusion of the outgroup in the self. *Journal of Personality and Social Psychology, 95*(4), 843-860. doi:http://dx.doi.org/10.1037/a0011434

Turner, R. N., Tam, T., Hewstone, M., Kenworthy, J., & Cairns, E. (2013a). Contact between Catholic and Protestant schoolchildren in Northern Ireland. *Journal of Applied Social Psychology, 43*(S2), 216-228. doi:http://dx.doi.org/10.1111/jasp.12018

Turner, R. N., & West, K. (2012). Behavioural consequences of imagining intergroup contact with stigmatized outgroups. *Group Processes & Intergroup Relations, 15*(2), 193-202. doi:http://dx.doi.org/10.1177/1368430211418699

Turner, R. N., West, K., & Christie, Z. (2013b). Out-group trust, intergroup anxiety, and out-group attitude as mediators of the effect of imagined intergroup contact on

intergroup behavioral tendencies. *Journal of Applied Social Psychology, 43*(S2), E196-E205. doi:http://dx.doi.org/10.1111/jasp.12019

Turner, R. N., Wildschut, T., & Sedikides, C. (2012). Dropping the weight stigma: Nostalgia improves attitudes toward persons who are overweight. *Journal of Experimental Social Psychology, 48*(1), 130-137. doi:http://dx.doi.org/10.1016/j.jesp.2011.09.007

Vaes, J., Paladino, M. P., Castelli, L., Leyens, J., & Giovanazzi, A. (2003). On the behavioral consequences of infrahumanization: The implicit role of uniquely human emotions in intergroup relations. *Journal of Personality and Social Psychology, 85*(6), 1016-1034. doi:http://dx.doi.org/10.1037/0022-3514.85.6.1016

Vandeyar, S., & Killen, R. (2006). Teacher–student interactions in desegregated classrooms in South Africa. *International journal of educational development, 26*(4), 382-393. doi: https://doi.org/10.1016/j.ijedudev.2005.09.007

van Dick, R., Wagner, U., Pettigrew, T. F., Christ, O., Wolf, C., Petzel, T., Castro, V. S., & Jackson, J. S. (2004). Role of perceived importance in intergroup contact. *Journal of Personality and Social Psychology, 87*(2), 211-227. doi:http://dx.doi.org/10.1037/0022-3514.87.2.211

Verkuyten, M., & Steenhuis, A. (2005). Preadolescents' understanding and reasoning about asylum seeker peers and friendships. *Journal of Applied Developmental Psychology, 26*(6), 660-679. doi:http://dx.doi.org/10.1016/j.appdev.2005.08.002

Vezzali, L., & Capozza, D. (2011). Reducing explicit and implicit prejudice toward disabled colleagues: Effects of contact and membership salience in the workplace. *Life Span and Disability, 14*(2), 139-162. Retrieved fromhttp://www.lifespan.it/client/abstract/ENG237_4.pdf

Vezzali, L., Capozza, D., Giovannini, D., & Stathi, S. (2012a). Improving implicit and explicit intergroup attitudes using imagined contact: An experimental intervention with elementary school children. *Group Processes & Intergroup Relations, 15*(2), 203-212. doi:http://dx.doi.org/10.1177/1368430211424920

Vezzali, L., Capozza, D., Stathi, S., & Giovannini, D. (2012b). Increasing outgroup trust, reducing infrahumanization, and enhancing future contact intentions via imagined intergroup contact. *Journal of Experimental Social Psychology, 48*(1), 437-440. doi:http://dx.doi.org/10.1016/j.jesp.2011.09.008

Vezzali, L., Giovannini, D., & Capozza, D. (2012c). Social antecedents of children's implicit prejudice: Direct contact, extended contact, explicit and implicit teachers' prejudice. *European Journal of Developmental Psychology, 9*(5), 569-581. doi:http://dx.doi.org/10.1080/17405629.2011.631298

Vezzali, L., & Stathi, S. (2016). The extended intergroup contact hypothesis: state of the art and future developments. In *Intergroup Contact Theory* (pp. 114-130). Routledge.

Vezzali, L., Stathi, S., Crisp, R. J., & Capozza, D. (2015a). Comparing direct and imagined intergroup contact among children: Effects on outgroup stereotypes and helping intentions. *International Journal of Intercultural Relations, 49*, 46-53. doi:http://dx.doi.org/10.1016/j.ijintrel.2015.06.009

Vezzali, L., Stathi, S., Crisp, R. J., Giovannini, D., Capozza, D., & Gaertner, S. L. (2015b). Imagined intergroup contact and common ingroup identity: An integrative approach. *Social Psychology, 46*(5), 265-276. doi:http://dx.doi.org/10.1027/1864-9335/a000242

Vezzali, L., Stathi, S., & Giovannini, D. (2012d). Indirect contact through book reading: Improving adolescents' attitudes and behavioral intentions toward immigrants. *Psychology in the Schools, 49*(2), 148-162. doi:http://dx.doi.org/10.1002/pits.20621

Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Trifiletti, E. (2015c). The greatest magic of harry potter: Reducing prejudice. *Journal of Applied Social Psychology, 45*(2), 105-121. doi:http://dx.doi.org/10.1111/jasp.12279

Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Visintin, E. P. (2015d). 'And the best essay is…': Extended contact and cross-group friendships at school. *British Journal of Social Psychology, 54*(4), 601-615. doi:http://dx.doi.org/10.1111/bjso.12110

Vezzali, L., Turner, R., Capozza, D., & Trifiletti, E. (2018). Does intergroup contact affect personality? A longitudinal study on the bidirectional relationship between intergroup contact and personality traits. European Journal of Social Psychology, 48(2), 159-173. doi: https://doi.org/10.1002/ejsp.2313

Visintin, E. P., Brylka, A., Green, E. G., Mahonen, T. A., & Jasinskaja-Lahti, I. (2016). The dynamics of interminority extended contact: The role of affective and cognitive mediators. *Cultural Diversity & Ethnic Minority Psychology, (Online ahead of print)* doi:http://dx.doi.org10.1037/cdp0000089

Voci, A., & Hewstone, M. (2003). Intergroup contact and prejudice toward immigrants in Italy: The mediational role of anxiety and the moderational role of group salience. *Group Processes & Intergroup Relations, 6*(1), 37-54. doi:http://dx.doi.org/10.1177/1368430203006001011

Voci, A., Hewstone, M., Swart, H., & Veneziani, C. A. (2015). Refining the association between intergroup contact and intergroup forgiveness in Northern Ireland: Type of contact, prior conflict experience, and group identification. *Group Processes & Intergroup Relations, 18*(5), 589-608. doi:http://dx.doi.org/10.1177/1368430215577001

Vonofakou, C., Hewstone, M., & Voci, A. (2007). Contact with outgroup friends as a predictor of meta-attitudinal strength and accessibility of attitudes toward gay men. *Journal of Personality and Social Psychology, 92*(5), 804-820. doi:http://dx.doi.org/10.1037/0022-3514.92.5.804

Wagner, U., Van Dick, R., Pettigrew, T. F., & Christ, O. (2003). Ethnic prejudice in East and West Germany: The explanatory power of intergroup contact. *Group Processes & Intergroup Relations, 6*(1), 22-36. doi:http://dx.doi.org/10.1177/1368430203006001010

West, K., & Bruckmüller, S. (2013). Nice and easy does it: How perceptual fluency moderates the effectiveness of imagined contact. *Journal of Experimental Social Psychology, 49*(2), 254-262. doi:http://dx.doi.org/10.1016/j.jesp.2012.11.007

West, K., Holmes, E., & Hewstone, M. (2011). Enhancing imagined contact to reduce prejudice against people with schizophrenia. *Group Processes & Intergroup Relations, 14*(3), 407-428. doi:http://dx.doi.org/10.1177/1368430210387805

West, T. V., Magee, J. C., Gordon, S. H., & Gullett, L. (2014). A little similarity goes a long way: The effects of peripheral but self-revealing similarities on improving and sustaining interracial relationships. *Journal of Personality and Social Psychology, 107*(1), 81-100. doi:http://dx.doi.org/10.1037/a0036556

West, K., & Turner, R. (2014). Using extended contact to improve physiological responses and behavior toward people with schizophrenia. *Journal of Experimental Social Psychology, 50*, 57-64. doi:http://dx.doi.org/10.1016/j.jesp.2013.06.009

White, F. A., & Abu-Rayya, H. M. (2012). A dual identity-electronic contact (DIEC) experiment promoting short-and long-term intergroup harmony. Journal of Experimental Social Psychology, 48(3), 597-608. doi:http://dx.doi.org/10.1016/j.jesp.2012.01.007

Whyte, J. (1991). *Interpreting Northern Ireland*. Oxford: Clarendon Press.

Wilkinson, L. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologist, 54*(8), 594. doi:http://dx.doi.org/10.1037/0003-066X.54.8.594

Williams, J. E., Best, D. L., & Boswell, D. A. (1975). The measurement of children's racial attitudes in the early school years. *Child Development, 46*(2), 494-500. doi:http://dx.doi.org/10.2307/1128147

Wilner, D. M., Walkley, R. P., & Cook, S. W. (1952). Residential proximity and intergroup relations in public housing projects. *Journal of Social Issues, 8*(1), 45-69. doi:http://dx.doi.org/10.1111/j.1540-4560.1952.tb01593.x; as cited in Wright, S. C., Aron, A., McLaughlin-Volpe, T., & Ropp, S. A. (1997). The extended contact effect: Knowledge of cross-group friendships and prejudice. *Journal of Personality and Social Psychology, 73*(1), 73-90. doi:http://dx.doi.org/10.1037/0022-3514.73.1.73

Wright, S. C., Aron, A., McLaughlin-Volpe, T., & Ropp, S. A. (1997). The extended contact effect: Knowledge of cross-group friendships and prejudice. *Journal of Personality and Social Psychology, 73*(1), 73. doi:http://dx.doi.org/10.1037/0022-3514.73.1.73

Wood, C., Conner, M., Miles, E., Sandberg, T., Taylor, N., Godin, G., & Sheeran, P. (2016). The impact of asking intention or self-prediction questions on subsequent behavior: A meta-analysis. *Personality and Social Psychology Review, 20*(3), 245-268. doi:https://doi.org/10.1177/1088868315592334

Wortman, P. M. (1983). Evaluation research: A methodological perspective. *Annual Review of Psychology, 34*(1), 223-260. doi:http://dx.doi.org/10.1146/annurev.ps.34.020183.001255

Yamagishi, T., & Yamagishi, M. (1994). Trust and commitment in the United States and Japan. *Motivation and Emotion, 18*(2), 129-166. doi:http://dx.doi.org/10.1007/BF02249397

APPENDICES

APPENDIX ONE: INTERVIEW AND FOCUS GROUP QUESTION SCHEDULES

To Shared Education Experts

1. In your opinion, what are the main aims of the Shared Education Programme?

2. What are the main benefits of Shared Education?

3. What are the main challenges of Shared Education?

4. How do pupils generally react to Shared Education classes?

5. Are there any demographic differences in uptake of or reaction to the Shared Education Programme? Why?

6. Are pupils prepared for taking part in the Shared Education Programme?

7. Are there any ways that you think schools could better encourage and prepare pupils to take and make the most of Shared Education classes?

8. (For feedback on intervention methods) – How well do pupils respond to creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Which do they learn most and develop their own views from, which do they engage with best?

To teachers from schools not involved in the Shared Education Programme

1. Where do you think pupils get ideas about people from the other side of the community?

2. What benefits or problems do you see with cross community contact?

3. What do you think would/wouldn't motivate pupils to engage in cross community contact?

4. How much opportunity do you feel that pupils have to spend time with pupils from the other side of the community?

5. (If teacher is involved with LLW or citizenship education)– How well do you think LLW prepares children for actual cross community contact? What could be done better?

6. (For feedback on intervention methods) – How well do pupils respond to creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Which do they learn most and develop their own views from, which do they engage with best?

7. What are your views on the Shared Education Programme?

To teachers from schools involved in the Shared Education Programme

1. Where do you think pupils get ideas about people from the other side of the community?

2. What do you think would/wouldn't motivate pupils to engage in cross community contact?

3. How much opportunity do you feel that pupils have to spend time with pupils from the other side of the community?

4. What are the main benefits and challenges of Shared Education or cross community contact in general?

5. How are pupils prepared for taking part in the Shared Education Programme?

6. How do pupils generally react to Shared Education classes?

7. (*If teacher is involved with LLW or citizenship education*)– How well do you think LLW prepares children for actual cross community contact? What could be done better?

8. (For feedback on intervention methods) – How well do pupils respond to creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Which do they learn most and develop their own views from, which do they engage with best?

To pupils from schools not involved in the Shared Education Programme

1. Do you know people from the other side of the community? Would you call these people friends?

If YES

2. What do you think makes you want to spend time with a Catholic/Protestant person? What benefits are there to this?

3. Have you ever experienced any challenges with spending time with a Catholic/Protestant person? Why? (Are there more physical or more psychological barriers?)

4. Do you do LLW/citizenship education in school? – What kind of things does it focus on most?

5. Do you think LLW prepares you for meeting Catholic/Protestant people in the future? Why?

6. Which of the following best helps you to learn and develop your own views and ideas; creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Why?

If NO

2. Where do you get your ideas about Catholic/Protestant people from?

3. What would make you want to spend time with a Catholic/Protestant person? What benefits are there to this?

4. What wouldn't make you want to spend time with a Catholic/Protestant person? (Are there more physical or more psychological barriers?)

5. Do you find it easy to think about spending time with a Catholic/Protestant person?

6. Do you think you will have to be in contact with people from the other side of the community after school e.g. in work or further education? What do you think that will be like?

7. Do you do LLW/citizenship education in school? – What kind of things does it focus on most?

8. Do you think LLW prepares you for meeting Catholic/Protestant people in the future? Why?

9. Which of the following best helps you to learn and develop your own views and ideas; creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Why?

To pupils from schools involved in the Shared Education Programme

1. Do you know people from the other side of the community? Would you call these people friends?

If YES

2. Are you friends with them both inside and outside school?

3. Have you ever experienced any challenges with spending time with a Catholic/Protestant person? Why? (Are there more physical or more psychological barriers?)

4. Why do some people not make friends with people from the other side of the community? (Are there more physical or more psychological barriers?)

5. What do you think makes you want to spend time with a Catholic/Protestant person? What benefits are there to this?

6. What are your experiences of shared education?

7. Why did you decide to take a class in the Shared Education Programme?

8. Did your school prepare you for beginning a class with pupils from other schools and backgrounds? If yes – How? If no-How do you think the school could have helped to prepare you for this?

10. Do you think LLW prepares you for meeting Catholic/Protestant people in the future? Why?

11. Which of the following best helps you to learn and develop your own views and ideas; creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Why?

If NO

2. Where do you get your ideas about Catholic/Protestant people from?

3. What would make you want to spend time with a Catholic/Protestant person? What benefits are there to this?

4. What wouldn't make you want to spend time with a Catholic/Protestant person? (Are there more physical or more psychological barriers?)

5. What are your experiences of shared education?

6. Why did you decide to take a class in the Shared Education Programme?

7. Did your school prepare you for beginning a class with pupils from other schools and backgrounds? If yes – How? If no How do you think the school could have helped to prepare you for this?

9. Do you think LLW prepares you for meeting Catholic/Protestant people in the future? Why?

10. Which of the following best helps you to learn and develop your own views and ideas; creative writing tasks/ art projects/ drama and role-plays/ visiting speakers? Why?

APPENDIX TWO: PILOT INTERVENTION STUDY QUESTIONNAIRE

***Note comments in bold were not included in questionnaire**

1. ID Code - TEXT

2. Teacher name – TEXT

3. Class name – TEXT

4. Some pupils will have completed a special activity in the past few weeks. If you have, please let us know which activity this was. (If you are not sure if you have completed regular classes or the activity, please ask your teacher)
   □ (1) Writing activity □ (2) Art activity

   □ (3) Drama activity

   □ (4) I listened to a talk □ (5) I just did normal classes

5. Do you have a disability? For example, do you use a wheelchair; not see or hear very well; or have learning difficulties.
   □ Yes □ I'm not sure □ No

6. Do you receive free school meals? This means meals you can have at your school that neither you nor your family has to pay for.
   □ Yes □ I'm not sure □ No

7. In Northern Ireland there are two main community identities, do you consider yourself to be part of the…
   □ (1) Protestant community □ (2) Neither Catholic nor Protestant community

   □ (3) Not sure □ (4) Catholic community

8. Which religious group do you feel you belong to?
   □ (1) Church of Ireland (Anglican) □ (2) Catholic □ (3) Presbyterian

   □ (4) Methodist □ (5) Baptist □ (6) Brethren

   □ (7) Free Presbyterian □ (8) Atheist □ (9)Don't know

   □ (10) Other _____

9. Do your parents belong to the same religious group as each other?
   For example, if both of your parents are Catholic, you would answer "Yes" but

   if one parent is Catholic and the other Protestant, you would answer "No".

   □ Yes □ No □ I'm not sure

10. Which word best describes your political background?
    □ (1)Republican □ (2) Nationalist □ (3) Unionist

    □ (4) Loyalist □ (5) Not sure □ (6) None

    □ (7) Other _____

11. What is your nationality? Tick one √
    □ (1) Northern Irish □ (2) British □ (3) Irish

    □ (4) Don't know □ (5) Other _____

Frequency of contact

12.
13. How much do you see people from the OUTGROUP community at school?
    Not at all A great deal

    1 2 3 4 5 6 7

14.
15. How much do you see people from the OUTGROUP community in your town/city?

Not at all A great deal

1 2 3 4 5 6 7

16.
17. How much do you see people from the OUTGROUP community in social situations e.g. parties, sleepovers, trips, youth clubs?
Not at all A great deal

1 2 3 4 5 6 7

18.
19. How much do you chat to people from the OUTGROUP community?
Not at all A great deal

1 2 3 4 5 6 7

Quality of contact

20.
21. In general, is meeting people from the OUTGROUP community a pleasant or unpleasant experience?
Very unpleasant Very pleasant

1 2 3 4 5 6 7

22.
23. In general, is meeting people from the OUTGROUP community a positive or negative experience?
Very negative Very positive

1 2 3 4 5 6 7

Thinking about the last OUTGROUP person that you were in contact with, did you feel like this experience was

24.
25. Equal

Completely equal Not equal at all

1 2 3 4 5 6 7

26.
27. Voluntary

Completely voluntary Completely involuntary

1 2 3 4 5 6 7

28.
29. Close

Felt very close Did not feel close at all

1 2 3 4 5 6 7

30.
31. Pleasant

Very pleasant Very unpleasant

1 2 3 4 5 6 7

32.
33. Cooperative

Completely cooperative Not cooperative at all

1 2 3 4 5 6 7

Explicit outgroup attitudes

34.
35. Using the feeling thermometer describe how warm or cold you feel towards the OUTGROUP community overall:

Cold 0 – 100 Warm

Using these opposite scales describe how you feel towards the OUTGROUP community overall:

36.
37. Trusting Suspicious
1 2 3 4 5 6 7

38.
39. Disrespectful Respectful
1 2 3 4 5 6 7

40.
41. Disgust Admiration
1 2 3 4 5 6 7

42.
43. Friendly Unfriendly
1 2 3 4 5 6 7

44.
45. Positive Negative
1 2 3 4 5 6 7

46.
47. Cool Not cool
1 2 3 4 5 6 7

48.
49. Like them Hate them

1 2 3 4 5 6 7

Direct Contact

50.
51. How many people do you know from OUTGROUP community?

None	One	Two to Four	Five to Nine	Ten or More
1	2	3	4	5

52.
53. How much have you spent time with people from the OUTGROUP community in the past year?

None	I see them occasionally	I see them at least every month	I see them at least every week	I see them every day
1	2	3	4	5

54.
55. How mixed is the area you live in?

Not mixed at all	Mostly unmixed	Somewhere in between/Unsure	A bit mixed	Very mixed
1	2	3	4	5

DIRECT CONTACT/FRIENDSHIP

56.

57. How many friends do you have from OUTGROUP community?

None	One	Two to Four	Five to Nine	Ten or More
1	2	3	4	5

EXTENDED CONTACT

58.

59. How many of your friends have at least one friend from the OUTGROUP community?

None	One	Two to Four	Five to Nine	Ten or More
1	2	3	4	5

In vs out group attitudes (Ingroup 62-103 with positive scores 1-5, outgroup 104-145 with negative scores -1 to-5 in the below sequence)

Choose the picture which shows how many ingroup/outgroup members you think are…

Positive words

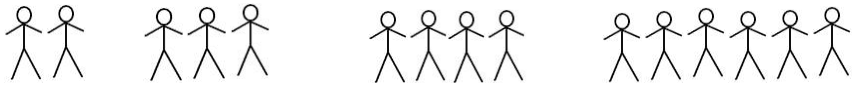
Good

None **Some** **Half** **Most** **All**

1 2 3 4 5

Hardworking

None **Some** **Half** **Most** **All**



1 2 3 4 5

Clever

None **Some** **Half** **Most** **All**

1 2 3 4 5

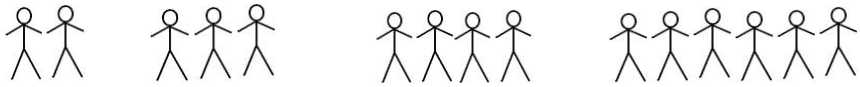
Intelligent

None **Some** **Half** **Most** **All**

1 2 3 4 5

Likes working

None **Some** **Half** **Most** **All**



1 2 3 4 5

Good at school

None	Some	Half	Most	All
				
1	2	3	4	5

Friendly

None	Some	Half	Most	All
				
1	2	3	4	5

Fun

None	Some	Half	Most	All
				
1	**2**	**3**	**4**	**5**

Kind

None	Some	Half	Most	All
1	2	3	4	5

Nice

None	Some	Half	Most	All
1	2	3	4	5

Polite

None	Some	Half	Most	All
1	2	3	4	5

Helpful

None	Some	Half	Most	All
1	2	3	4	5

Happy

None	Some	Half	Most	All
1	2	3	4	5

Negative words

Bad

None	Some	Half	Most	All
1	2	3	4	5

Not nice

None	Some	Half	Most	All
1	2	3	4	5

Unhelpful

None	Some	Half	Most	All
1	2	3	4	5

Selfish

None	Some	Half	Most	All
1	2	3	4	5

Unkind

None	Some	Half	Most	All
1	2	3	4	5

Rude

None	Some	Half	Most	All
1	2	3	4	5

Unfriendly

None	Some	Half	Most	All
1	2	3	4	5

Lazy

None	Some	Half	Most	All
				
1	2	3	4	5

Stupid

None	Some	Half	Most	All
				
1	2	3	4	5

Bad at school

None	Some	Half	Most	All
				
1	2	3	4	5

Not clever

None	Some	Half	Most	All
				
1	2	3	4	5

Does not try hard at school

None	Some	Half	Most	All
				
1	2	3	4	5

(146-187, at each time in and outgroup scores were added together so that a negative score indicates a belief that outgroup members are more likely to display that characteristic, positive scores indicate a belief that ingroup members are more likely to display that characteristic and scores of 0 indicate no/neutral view.)

188. Attitudes towards outgroup – Preferences

189.

I strongly prefer OUTGROUP						**I strongly prefer INGROUP**
-3	-2	-1	0	1	2	3

Attitudes towards outgroup -Behavioural intentions

What would you be most likely to do if you met an OUTGROUP member? I think if I came across an OUTGROUP member I would want to…

190.

191. Avoid them?

Very much Not at all

1 2 3 4 5 6 7

192.

193. Have nothing to do with them?

Very much Not at all

1 2 3 4 5 6 7

194.

195. Keep them at a distance?

Very much Not at all

1 2 3 4 5 6 7

196.

197. Talk to them?

Not at all **Very much**

1 2 3 4 5 6 7

198.

199. Learn more about them?

Not at all						**Very much**
1	2	3	4	5	6	7

200.

201. Spend time with them?

Not at all						**Very much**
1	2	3	4	5	6	7

202.

203. Invite them to do an activity with me like playing football, go skateboarding, shopping etc.?

Not at all						**Very much**
1	2	3	4	5	6	7

204.

205. Invite them to my house for a meal and to stay overnight

Not at all						**Very much**
1	2	3	4	5	6	7

Aggressive

206.
207. Oppose them

Not at all						**Very much**
1	2	3	4	5	6	7

208.
209. Confront them

Not at all						**Very much**
1	2	3	4	5	6	7

210.
211. Argue with them

Not at all						**Very much**
1	2	3	4	5	6	7

Outgroup trust

How much do you agree or disagree with the following statements about the OUTGROUP community?

212.
213. I can trust them when they say they are sorry

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

214.
215. I can trust them when they say they want peace

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

216. I can’t trust them because they want revenge for things we have done to them

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	7

217.

218. I can't trust adults from the OUTGROUP community to make decisions which are good for everyone

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	7

219.

220. I can't trust adults from the OUTGROUP community to make the police better

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	7

221.

222. I can't trust adults from the OUTGROUP community to make schools better

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	7

223. Right now, I trust an OUTGROUP person as much as any other person

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	7

224. Right now, I could trust an OUTGROUP person with personal information about myself

Strongly Disagree						Strongly Agree
1	2	3	4	5	6	7

225.

226. Do you think most OUTGROUP people would try to take advantage of you if they got the chance, or would they try to be fair?

Take advantage						Be fair
1	2	3	4	5	6	7

227.
228. Would you say that most of the time OUTGROUP people try to be helpful, or that they are mostly just looking out for themselves?

Looking out for themselves						Helpful
1	2	3	4	5	6	7

229.
230. Generally speaking, would you say that OUTGROUP people can be trusted, or that you can't be too careful?

Can't be too careful						Can be trusted
1	2	3	4	5	6	7

Intergroup anxiety

Imagine being put in a class where you were the only pupil from your community in a class of

OUTGROUP students. How would you feel?

231.
232. Happy

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

233.
234. Awkward

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

235.
236. Confident

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

237.
238. Defensive

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

239.
240. Relaxed

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

241.
242. Worried

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

243.
244. At ease

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

245.
246. Tense

0	1	2	3	4
Not at all	A little	Some	Quite	Extremely

Self-disclosure

247.
248. Would you tell a OUTGROUP person about a problem you were worried about?

0	1	2	3	4
Definitely not				Definitely

249.
250. Would you tell a OUTGROUP person about an exciting secret?

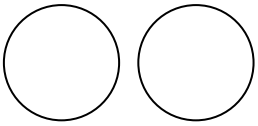
0	1	2	3	4
Definitely not				Definitely

Inclusion of out-group in self

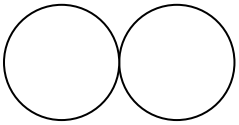
251.

252. Now please think about your relationship with OUTGROUP in general. Imagine that one circle represents you and one represents *all* OUTGROUP people. Describe how **close your feel to OUTGROUP people right now** by circling the picture which best describes your relationship with OUTGROUP people

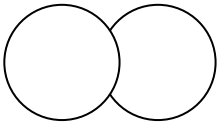
1



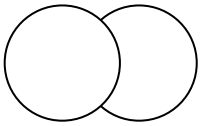
2



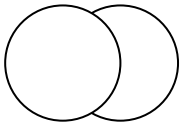
3



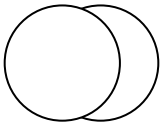
4



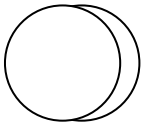
5



6



7



Common in-group identity

253.

254. To what extent do Catholic people and Protestant people feel like members of the same group?

1	2	3	4	5	6	7
Not at all						Very much

255.

256. To what extent do Catholic people and Protestant people feel like members of two separate groups?

1	2	3	4	5	6	7
Not at all						Very much

First choice

257.
258. You are in charge of picking a team in P.E. Which of these pupils would be your first choice to be in your team?

Ingroup	**Ougroup**	**I don't mind**
1	2	3

259.
260. You are in charge of putting together a group for a class project. Which of these pupils would be your first choice to be in your group?

Ingroup	**Outgroup**	**I don't mind**
1	2	3

261.
262. You are in charge of putting together a team for a quiz. Which of these pupils would be your first choice to be in your team?

Ingroup	**Outgroup**	**I don't mind**
1	2	3

263.
264. Which of these pupils would be your first choice to talk to on a school trip?

Ingroup	**Outgroup**	**I don't mind**
1	2	3

Empathy/Sharing

You are on a school trip and you have just bought a packet of sweets to eat on the bus. The only seat left is beside a INGROUP (268 & 269)/OUTGROUP (270 & 271) pupil (*participant's answers for both communities will be used to calculate in vs out-group attitudes).

INGROUP

265.
266. Would you offer to share your sweets with the pupil beside you?

No	**I don't know**	**Yes**
-1	0	1

OUTGROUP

267.
268. Would you offer to share your sweets with the pupil beside you?

Yes	**I don't know**	**No**
-1	0	1

If yes, how many sweets would you offer them? (Ingroup 272 & 273/Outgroup 274 & 275)

269.
270. INGROUP

I don't know	Just one or two	Half	As many as they want
0	1	2	3

271.
272. OUTGROUP

I don't know	Just one or two	Half	As many as they want
0	-1	-2	-3

(276-279, For sharing and subsequent number of sweets at each time in and outgroup scores were added together so that a negative score indicates greater empathy towards the outgroup, a positive score indicates greater empathy towards the ingroup, and scores of 0 indicate no/neutral view.)

Perceived out-group variability

280.
281. Are there many different types of people in the OUTGROUP community?

1	2	3	4	5
Not at all	A little	Some	Quite	Extremely

282.
283. Are OUTGROUP people similar to each other?

1	2	3	4	5
Not at all	A little	Some	Quite	Extremely

284.
285. Are all OUTGROUP people pretty much alike?

1	2	3	4	5
They're all completely different from each other	A little	Some	Quite	They're pretty much alike

286.
287. Among THE OUTGROUP there are different types of people

1	2	3	4	5
Not at all	A little	Some	Quite	Extremely

General measures of prejudice

How much do you agree or disagree with the following statements?

Segregation/Integration

288.
289. It would be great if there would be more pupils from the OUTGROUP community in school.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

290.
291. I prefer not to be with pupils from the OUTGROUP community in school.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

292.

293. I would not mind if a member of the OUTGROUP community was my teacher.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

294.

295. I think it would be great to have many OUTGROUP people living in my neighbourhood.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

296.

297. People have the right to keep people of a certain culture and nationality away from their neighbourhood.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

298. I would not like OUTGROUP people to move to the home nearest to me

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

299. I think Protestants and Catholics marrying is a very normal thing.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

300. I would be unhappy if one of my close relatives married someone from the OUTGROUP community

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

Culture

301.

302. Members of the OUTGROUP community should try to become as much like the INGROUP as possible, even if it would mean that they have to abandon their own language and culture.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

303.

304. Members of the OUTGROUP community should be able to follow their own customs without being bullied/teased.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

305.

306. Members of the OUTGROUP community should be able to follow their own customs without being attacked.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

307.
308. Only the customs and traditions of the INGROUP community should be respected

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

Sensitivity to causing offence

309.
310. I do not think people should use names that might hurt people in the OUTGROUP community.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

311.

312. If I get mad, I may sometimes call a OUTGROUP person bad names referring to his/her religion or community.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

313.

314. Members of the OUTGROUP community can blame themselves if they are scorned.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

Prejudice and Equality

315.

316. People in the OUTGROUP community strongly increase problems like crime, drugs, illnesses etc. in our country.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

317.

318. Members of the OUTGROUP community should be entirely equal in society to members of the INGROUP community.

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

319. The OUTGROUP community get things that my community should have

Strongly Agree						Strongly Disagree
1	2	3	4	5	6	7

Uncertainty

320.

321. I’m unsure of what to expect when I interact with OUTGROUP young people

Strongly Agree				Strongly Disagree
1	2	3	4	5

322.
323. I’m not sure of what to do when I interact with OUTGROUP young people

Strongly Agree				Strongly Disagree
1	2	3	4	5

324.
325. Overall, I feel uncertain when I interact with OUTGROUP young people

Strongly Agree				Strongly Disagree
1	2	3	4	5

326.
327. I think I would know what to expect when meeting a OUTGROUP young person

Strongly Agree				Strongly Disagree
1	2	3	4	5

APPENDIX THREE: VALIDITY AND RELIABILITY ANALYSIS PILOT INTERVENTION STUDY

1. Contact

There were five questions in the 'Contact' section of the questionnaire, but as Item 5 dealt with extended contact only the first four Items were considered as part of this scale. Additionally, each of the four Items addressed a distinct aspect of contact, for example; frequency of contact by number of people and time (Items 1 and 2), by locality (Item 3) and frequency of outgroup friends (Item 4). For this reason, regardless of whether a reliable scale is found, no items will be omitted from analysis in this particular section, but rather analysed separately. There is therefore little need for a Chronbach's analysis. However, these items are expected to be strongly related and this assumption was investigated using factor analysis. No recoding was necessary. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .34 to .73.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.75. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .54 and .86.

b. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .40 to .85.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.86. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .40 and .83.

2. Quality of Contact

Negative items in each Quality of Contact scale (Items 7-11) were reverse coded so that increasing scores indicated increasing quality of contact. Most of Responses to questions in this category did not demonstrate normality (p values ranged from <.001 to .001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 7-11 correlated negatively with Items 1-6 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Quality of Contact Items 7-11 were removed from factor analysis due to their negative correlation. All remaining correlations ranged from .27 to .85.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.81. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. Four Items; 1-4 loaded on to Factor 1 by between .81 and .93. The remaining two items 5 and 6 loaded on to Factor 2 by .91 and .99 respectively.

b. Time one Chronbach's analysis

As the Chronbach's analysis indicated two factors, both scales were tested. The Factor one Quality of Contact scale (4 items) was shown to be reliable (α = .91). It appeared that reliability increased (α = .92) if Item 1 on contact in school was deleted, however this had high corrected item total correlation (r=.71). The Factor two Quality of Contact scale (2 items) was shown to be reliable (α = .94).

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, but as before Items 7-11 correlated negatively with Items 1-6 even after being reverse coded so that responses should have been in a consistent direction. Quality of Contact Items 7-11 were removed from factor analysis due to their negative correlation. All remaining correlations ranged from .29 to .88.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.77. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. Four Items; 1-4 loaded on to Factor 1 by between .86 and .97. The remaining two Items; 5 and 6 loaded on to Factor 2 by .94 and 1.00 respectively.

d. Time two Chronbach's analysis

As the Chronbach's analysis indicated two factors, both scales were tested. The Factor one Quality of Contact scale (4 items) was shown to be reliable (α = .95). Reliability only decreased if items were deleted. The Factor two Quality of Contact scale (2 items) was shown to be reliable (α = .94).

e. Conclusion for further analysis and subsequent study

From the above analyses it is clear that two factors have been identified, however this is not unexpected given that this survey was created from a range of different question scales used in past research. All items deal with the Quality of Contact experienced by

participants, but Items 1-4 appear to deal with the Situational Frequency of Contact, whereas Items 5 and 6 appear to deal with the Experience of Contact. For this reason each scale has been analysed separately. It is likely that Items 7-11 would also have correlated with the Situational Frequency of Contact, however, it cannot be known whether negative correlations were caused by the changing positive and negative direction of the items. If this was the case, then the strength of correlations may also have been affected as some pupils may have responded accurately to the items whilst others may not. For this reason, Items 7-11 could not be further analysed, but this issue was addressed in the subsequent study.

3. General Outgroup Attitudes

For this section two types of Outgroup Attitude scale was specified prior to validity analysis. Items 1-8 provided a general attitudes measure. Negative items in each Outgroup Attitudes scale (Items 2, and 5 - 8) were reverse coded so that increasing scores indicated increasingly positive Outgroup Attitudes. Responses to questions in this category did not demonstrate normality (p values ranged from <.001 to .022).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 2, and 5 - 8 correlated negatively with Items 1, 3 and 4 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Quality of Contact Items 2, and 5 – 8 were removed from factor analysis due to their negative correlation. All remaining correlations ranged from .60 to .69

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.73. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between 88 and .92.

b. Time one Chronbach's analysis

The General Outgroup Attitudes scale (3 items) was not shown to be very reliable (α = .22). It appeared that reliability increased dramatically (α = .87) if Item 1 the 'Feeling thermometer' was deleted however it had high corrected item total correlation (r=.74). Due to the large difference in reliability without this item, Item 1 will be treated as a separate measure of Outgroup Attitudes.

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 2, and 5 - 8 correlated negatively with Items 1, 3 and 4 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Quality of Contact Items 2, and 5 – 8 were removed from factor analysis due to their negative correlation. All remaining correlations ranged from .68 to .75

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.74. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between 88 and .92.

d. Time two Chronbach's analysis

The General Outgroup Attitudes scale (3 items) was not shown to be very reliable (α = .22). It appeared that reliability increased dramatically (α = .83) if Item 1 the 'Feeling thermometer' was deleted however it had high corrected item total correlation (r=.76).

Due to the large difference in reliability without this item, Item 1 will be treated as a separate measure of Outgroup Attitudes.

e. Conclusion for further analysis and subsequent study

From the above analyses it is seems that the Item 1 the 'Feeling thermometer' in the original scale should be analysed separately from the other items, as while high correlations do exist between the items the scales are vastly improved by their separation from Item 1. The remainder of the current analysis will be carried out without Items 2 and 5-8 at both times. However, for the subsequent study these items will be left in the scale, as most of the items deleted in this study were due to missing data, which may be rectified with a larger sample, and some negative correlations. These negative correlations may have been caused by the changing positive and negative direction of the items, and this was addressed in the subsequent study

4. i. Outgroup attitudes

Items 9-50 were used to provide a measure of differences between in and outgroup attitudes. The ingroup and outgroup attitude scales contained a number of positive and negative words. As the purpose of these scales were to obtain differences in in and outgroup attitudes, these positive and negative trait lists were separated into a number of separate scales or items. The positive scales and items were; Moral (Item 9), Competent (Items 10-13), and Warm (Items 14-19) and the negative scales and items were; Immoral (Item 20), Cold (Items 21-25), and Incompetent (Items 26-29). Attitudes towards the outgroup were checked for reliability and validity first.

For the purpose of factor analysis only all negative (Immoral; Cold and Incompetent) items were recoded so that increasing scores indicated increasing positive attitudes, however recoding was reversed before subsequent analysis.

For those in 'Other' communities, the decision to respond to questions about Catholics as the ingroup and Protestants as the outgroup was an arbitrary decision as participants from the group did not categorised themselves as either community. However, it did not seem appropriate to designate both communities as the outgroup as although some participants may not designate themselves as either, they may still relate to one particular group over another. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that all of the variables correlated to some degree. A number of Items correlated very highly, for example Item 15 with Items 13 (r=.90) and 14 (r=.92), and Item 19 with Items 18 (r=.92) and 21 (r=.91), so Items 15 and 19 were omitted from factor analysis. There were also a number of low correlations (r<.40), mainly reflecting relationships between the positively worded Items 1-11 and the negatively worded Items 12-21. All other correlations ranged from .04 to .88.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.85. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. All positive worded Items; 1- 11 loaded on to Factor 1 by between .55 and .88, and all negative worded Items; 12-14, 16-18, 20 and 21 loaded on to Factor 2 by between .75 and .91. However Items 12, 16 and 17 also cross loaded on to Factor 1 by between .44 and .51, and so were omitted from the scale.

b. Time one Chronbach's analysis

Items 15 and 19 were re-added to the Negative word scale for this analysis. The Outgroup Positive Attitudes scale (11 items) was shown to be reliable (α = .96). It appeared that reliability increased marginally (α = .97) if Item 11 was deleted, however this items had moderate corrected item total correlation (r=.55). The Outgroup

Negative Attitudes scale (7 items) was shown to be reliable (α = .98). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that all of the variables correlated to some degree. A number of Items correlated very highly, for example Item 1 with Items 2 (r=.90) and 10 (r=.92), Item 6 with Item 8 (r=.97), Item 7 with Items 6 (r=.95), 8 (r=.91) and 9 (r=.90), Item 13 with 16 (r=.92), and Item 14 with Items 13 (r=.95), 16 (r=.97) and 20 (r=.90). Therefore Items 1, 6, 7, 13 and 14 were omitted from factor analysis. There were also a number of low correlations (r<.40), mainly reflecting relationships between the positively worded Items 1-11 and the negatively worded Items 12-21. All other correlations ranged from .33 to .88.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.83. A scree plot and eigenvalues indicated 3 factors. Questions were correlated so oblique rotation was carried out. All 16 Items loaded on to Factor 1 by between .54 and .87, although Items 2-5, 9, 12, 19 and 20 cross loaded on to Factor 2 by between -.48 and .45, and Items 11 and 18 cross loaded on to Factor 3 by .59 and .48 respectively, so were excluded from subsequent Chronbach's analysis.

d. Time two Chronbach's analysis

Items 1, 6, 7, 13 and 14 were re-added to the scale for analysis. The Outgroup Attitudes scale (11 items) was shown to be reliable (α = .97). Reliability only decreased if items were deleted. As a positive and negative scale was specified at Time one, the scale was tested for reliability split into these groupings. A positive outgroup attitudes scale consisting of 5 items (Items 1, 6-8 and 10) was shown to be reliable (α = .99). Reliability decreased or remained the same if items were deleted. A negative outgroup

attitudes scale consisting of 6 items (Items 13-17, and 21) was shown to be reliable (α = .97). Reliability only decreased if items were deleted.

e. Conclusion for further analysis and subsequent study

From the above analyses it is seems there was a degree of variability in the number of factors indicated. However, the most likely option appears to be that two factors are being tested; with one positive scale (Items 1-11) and one negative scale (Items 12-21). Responses will be analysed with the omission of Items 12, 16 and 17 from the negative scale at Time one, and Items 2-5 and 9, from the positive scale, and Items 11, 12, and 18- 20 from the negative scale at Time two. However, for the subsequent study these items will be left in the scale, as there were no consistently problematic items.

4. ii. Ingroup attitudes

Attitudes towards the ingroup were also checked for reliability and validity. For the purpose of factor analysis only all negative (Immoral; Cold and Incompetent) items were recoded so that increasing scores indicated increasing positive attitudes, however recoding was reversed before subsequent analysis. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that all of the variables correlated to some degree. A number of Items correlated very highly, for example Item 7 with Item 10 (r=.90), Item 18 with Items 19 (r=.93) and 21 (r=.90) and Item 19 with Item 21 (r=.93). Additionally Item 18 also correlated negatively with Item 6 (r=-.02). Therefore Items 7, 18 and 19 were omitted from factor analysis. There were also a number of low correlations (r<.40), mainly reflecting relationships between the positively worded Items 1-11 and the negatively worded Items 12-21. All other correlations ranged from .03 to .89.

SPSS would not perform factor analysis on all of the items together, so the items were split into positive and negative categories at this stage. For the positive items (Items 1-6 and 8-11) the data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.93. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All positive worded items loaded on to this factor by between .56 and .94. For the negative items (Items 12-17, 20 and 21) the data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.71. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. All negative worded items loaded on to Factor 1 by between .75 and .97. However, Items 12-14 also cross loaded on to Factor 2 by between .41 and .58, and so were omitted from the scale.

b. Time one Chronbach's analysis

Item 7 was re-added to the positive scale and Item 19 to the negative for this analysis. The Ingroup Positive Attitudes scale (11 items) was shown to be reliable ($\alpha = .96$). It appeared that reliability increased ($\alpha = .97$) if Item 11 was deleted, however this items had moderate corrected item total correlation (r=.50). The Ingroup Negative Attitudes scale (6 items) was shown to be reliable ($\alpha = .98$). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that all of the variables correlated to some degree. A number of Items correlated very highly, for example Item 7 with Items 2 (r=.90) and 6 (r=.95), Item 8 with Items 1 (r=.91), 2 (r=.90), and 7 (r=.96), Item 13 with Items 12 (r=.92), 14 (r=.95), 15 (r=.90), 16 (r=.90), 17 (r=.92), Item 15 with Items 14 (r=.90), 16 (r=1.00), 17 (r=.97), Item 16 with Items 14 (r=.90) and 17 (r=.97), Item 17 with Item 19 (r=.90), Item 20 with Items 15 (r=.93), 16 (r=.93), 17 (r=.95), 19 (r=.90) and 21 (r=.93), and

Item 21 with Items 12 (r=.91), 13 (r=.90), 15 (r=.95), 16 (r=.95), 17 (r=.97) and 19 (r=.93). Therefore Items 7, 8, 15, 16, 17, 20 and 21 were omitted from factor analysis. There were also a number of low correlations (r<.40), however none of these feel below .38, and all remaining correlations ranged up to .89.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.83. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. 9 Items; 1-6, and 9-11 loaded on to Factor 1 by between .72 and 1.00. 5 Items; 12-14, 18 and 19 loaded on to Factor 2 by between .90 and .94.

d. Time two Chronbach's analysis

Items 15, 16, 17, 20 and 21 were re-added to Factor two and Items 7 and 8 were re-added to Factor one. The Ingroup Positive Attitudes scale (11 items) was shown to be reliable (α = .98). Reliability only decreased or remained the same if items were deleted. The Ingroup Negative Attitudes scale (10 items) was shown to be reliable (α = .99). Reliability only decreased if items were deleted.

e. Conclusion for further analysis and subsequent study

From the above analyses it is seems there was a degree of variability in the number of factors indicated. However, the most likely option appears to be that two factors are being tested; with one positive scale (Items 1-11) and one negative scale (Items 12-21). Responses will be analysed with the omission of Items 12 – 14 from the negative scale at Time one. However, for the subsequent study these items will be left in the scale, as there were no consistently problematic items

f. Conclusion for further analysis of in and outgroup scales

For calculating the difference between in and outgroup attitudes, analysis will be carried out on the appropriate scales from In and Outgroup Items 1, 6-8, 10, 11, 15 and 18-21 at Time one, and Items 1-10, 13-17 and 21 at Time two only.

5. Behavioural Attitudes

For this section three types of Behavioural Attitude scale was specified prior to validity analysis. Items 1-3 provided a measure of Avoidant behaviour, 4-8 of Approach behaviour, and 9-11 of Aggressive behaviour towards the outgroup. However all factor were tested for together to reduce multiplicity. The positive behavioural scale 'Approach' was reverse coded for each community so that increasing scores indicated increasing positive Un-avoidant, Approach or Unaggressive behaviours.

Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 4-8 correlated negatively with Items 1-3 and 9-11 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Behaviour Items 4-8 were removed from factor analysis due to their negative correlation. All remaining correlations ranged from .42 to .87.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.82. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. Three items; 1-3, positively loaded on to Factor 1 by between .97 and .99. Three items; 9-11 positively loaded on to Factor 2 by between .80 and 1.00.

b. Time one Chronbach's analysis

As the Chronbach's analysis indicated two factors, both scales were tested. The Factor one Behaviour scale (3 items) was shown to be reliable (α = .99). Reliability only decreased if items were deleted. The Factor two Behaviour scale (3 items) was shown to be reliable (α = .91). Reliability decreased or stayed the same if items were deleted.

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 4-8 correlated negatively with Items 1-3 and 9-11 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Behaviour Items 4-8 were removed from factor analysis due to their negative correlation. Additionally, a number of Items correlated very highly, for example Item 1 with Item 3 (r=.97), Item 2 with Items 1 (r=.99), 3 (r=.98), and 9 (r=.90), and Item 9 with Item 11 (r=.90). Therefore Items 1, 2 and 9 were omitted from factor analysis. All remaining correlations between Items 3, 10 and 11 ranged from .61 to .82.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.61. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items positively loaded on to Factor 1 by between .78 and .93.

d. Time two Chronbach's analysis

Items 1, 2 and 9 were re-added to the scale. The Behaviour scale (6 items) was shown to be reliable (α = .95). It appeared that reliability increased if Item 10 'Confront' was removed from the scale (α = .97), however this item had reasonable corrected item total correlation (r=.56).

e. Conclusion for further analysis and subsequent study

The results of this analysis are mixed. It is noted that there are three main scales measuring Avoidant (Items 1-3), Approach (4-8) and Aggressive (9-11) behaviours. The Approach items were unable to be analysed further due to the confused responses of some participants. At Time one two scales were identified which matched the pre-specified categories, however this was not replicated at Time two. It is likely that the omission of a number of Items due to high correlations caused less distinction to be made between the items. For subsequent analysis the results will be investigated from two scales; Avoidant Items 1-3 and Aggressive Items 9-11. No items were omitted on the basis of this analysis for the subsequent study.

6. Trust

Positive items in each Trust scale (Items 1, 2, 7 and 8) were reverse coded so that increasing scores indicated increasing trust. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 1, 2, 7 and 8 correlated negatively with Items 3-6 and 9-11 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Behaviour Items 1, 2, 7 and 8 were removed from factor analysis due to their negative correlation. Items 5 and 6 correlated highly (r=.92) therefore Item 5 was omitted from factor analysis. All remaining correlations ranged from .27 to .68.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.78. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique

rotation was carried out. Three items; 9-11 loaded on to Factor 1 by between 80 to.94. The remaining three items 3, 4 and 6 loaded on to Factor 2 by between .72 to .92.

b. Time one Chronbach's analysis

As the Chronbach's analysis indicated two factors, both scales were tested. Item 5 was readded to the Factor two scale. The Factor one Trust scale (3 items) was shown to be reliable (α = .85). It appeared that reliability increased marginally if Item 9 was deleted (α = .86), however this item had reasonable corrected item total correlation (r=.64). The Factor two Trust scale (4 items) was shown to be reliable (α = .87). Reliability decreased or remained the same if items were deleted.

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 1, 2, 7 and 8 correlated negatively with Items 3-6 and 9-11 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Behaviour Items 1, 2, 7 and 8 were removed from factor analysis due to their negative correlation. Items 5 and 6 correlated highly (r=.97), as did Items 9 and 10 (r=.90), therefore Items 5 and 9 were omitted from factor analysis. All remaining correlations ranged from .47 to .86.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.77. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out.All of the items loaded on to this factor by between .84 to .91.

d. Time two Chronbach's analysis

Items 5 and 9 were re-added to the scale. The Trust scale (7 items) was shown to be reliable (α = .94). Reliability decreased or remained the same if items were deleted.

e. Conclusion for further analysis and subsequent study

This category of questions was affected by the same problems as previously regarding the changing positive and negative direction of questions. Therefore Items 1, 2, 7 and 8 could not be analysed further. No items were omitted from the subsequent study on the basis of this analysis.

7. Anxiety

Positive items in each Anxiety scale (Items 1, 4, 6 and 7) were reverse coded so that increasing scores indicated increasing anxiety. Responses to questions in this category did not demonstrate normality (p values ranged from <.001 to .010).

a. Time one factor analysis

Screening demonstrated that all of the variables correlated to some degree. Items 6 and 7 correlated very highly, (r=.93), so Item 7 was omitted from factor analysis. All other correlations ranged from .21 to .81.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.77. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. 6 Items; 1-4, 6 and 8 loaded on to Factor one by between .44 to.90. However Item 8 also cross loaded on to Factor two by .65 and so was omitted from the scale. Item 5 was the only item to solely load on to Factor two by .99. As no other items loaded in this scale Item 5 was omitted from further analysis.

b. Time one Chronbach's analysis

Item 7 was re-added to the scale. The Anxiety scale (6 items) was shown to be reliable (α = .92). Reliability appeared to marginally increase (α = .93) if Item 2 on feeling

'Awkward' was deleted, however it had reasonable corrected item total correlation (r=.58).

c. Time two factor analysis

Screening demonstrated that all of the variables correlated to some degree. Items 6 and 7 correlated very highly, (r=.96), so Item 7 was omitted from factor analysis. All other correlations ranged from .25 to .81.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.89. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor one by between .46 to.92.

d. Time two Chronbach's analysis

Item 7 was re-added to the scale. The Anxiety scale (8 items) was shown to be reliable ($\alpha = .92$). However, reliability increased ($\alpha = .94$) if Item 5 on feeling 'Defensive' was deleted and it had low corrected item total correlation (r=.29).

e. Conclusion for further analysis and subsequent study

From the above analyses Item 5 on feeling 'Defensive' appeared to be problematic and so was excluded from the rest of the current analysis at both time one and two. This item was also excluded from the questionnaire in the subsequent study. Item 8 on feeling 'Tense' appeared problematic only at Time one, and so was excluded from the combined Anxiety scale at Time one.

8. Self-disclosure

As there were only two questions in this scale, factor analysis could not be performed, but a correlation matrix was used to gather a general impression of validity and Chronbach's analysis performed to investigate reliability. No recoding was necessary.

Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one correlations

Items 1 and 2 had a moderate correlation (r=.68).

b. Time one Chronbach's analysis

The Time one Self disclosure scale (2 items) was shown to be reliable (α = .83).

c. Time two correlations

Items 1 and 2 had a reasonably high correlation (r=.82).

d. Time two Chronbach's analysis

The Time two Self disclosure scale (2 items) was shown to be reliable (α = .91).

e. Conclusion for further analysis and subsequent study

The scales at both times were found to be reliable so were retained for further analysis and the subsequent study.

9. Common Intergroup Identity

As there were only two questions per community in this scale, factor analysis could not be performed, but a correlation matrix was used to gather a general impression of validity and Chronbach's analysis performed to investigate reliability. Item 2 was recoded so that increasing scores indicated increasing Common Intergroup Identity. Responses to questions in this category did not demonstrate normality (p values ranged from <.001 to =.001).

a. Time one correlations

Items 1 and 2 had negative correlation (r= -.72) even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants

have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Therefore the Time one responses could not be analysed as a scale and Item 1 only was retained for further analysis.

b. Time two correlations

Items 1 and 2 had negative correlation (r= -.74) even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Therefore the Time two responses could not be analysed as a scale and Item 1 only was retained for further analysis.

c. Conclusion for further analysis and subsequent study

It appeared that responses to Item 2 at both Time 1 and 2 was unreliable, and it is not known for certain what caused this unreliability. For this reason, Item 1 only will be analysed further at both times. No items will be deleted from the subsequent study on the basis of this analysis.

10. First Choice Preference

No reverse coding was necessary. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that all of the variables correlated to some degree, ranging from .31 to .80.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.61. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique

rotation was carried out. Items 1-4 loaded positively on to this factor by between .66 to.98.

b. Time one Chronbach's analysis

The First Choice Preference scale (4 items) was shown to be reliable (α = .88). It appeared that reliability increased (α= .98) if Item 4 'Talk to on a school trip?' was deleted, however this item had moderate corrected item total correlation (r=.53).

c. Time two factor analysis

Screening demonstrated that all of the variables correlated to some degree, ranging from .49 to .86.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.74. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out. Items 1-4 loaded positively on to this factor by between .76 to.92.

d. Time two Chronbach's analysis

The First Choice Preference scale (4 items) was shown to be reliable (α = .86). It appeared that reliability increased marginally if Item 2 'Project?' was deleted, however this item had moderate corrected item total correlation (r=.61).

e. Conclusion for further analysis and subsequent study

These analyses seem to indicate that the scales re reliable and valid.

11. Perceived Outgroup Variability

Negative items in each Perceived Outgroup Variability scale (Items 2 and 4) were reverse coded so that increasing scores indicated increasing Perceived Outgroup Variability. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated positive correlation between Items 1 and 3 (r=.63), however Items 2, and 4 correlated negatively with Items 1 and 3 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Perceived Outgroup Variability Items 2 and 4 were removed from factor analysis due to their negative correlation.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.50. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out. Both items loaded on to this factor by .90.

b. Time one Chronbach's analysis

The Perceived Outgroup Variability scale (2 items) was shown to be reliable ($\alpha = .77$). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated positive correlation between Items 1 and 3 (r=.86), however Items 2, and 4 correlated negatively with Items 1 and 3 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Perceived Outgroup Variability Items 2 and 4 were removed from factor analysis due to their negative correlation.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.50. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out. Both items loaded on to this factor by .96.

d. Time two Chronbach's analysis

The Perceived Outgroup Variability scale (2 items) was shown to be reliable (α = .92). Reliability only decreased or remained the same if items were deleted.

e. Conclusion for further analysis and subsequent study

From the above analyses the same issue with changing direction of scales seemed to be apparent for these set of questions. Therefore Items 2 and 4 were excluded from further analysis, but not from the subsequent study on the basis of this analysis.

12. General Prejudice

For this section four types of prejudice scale were specified prior to validity analysis. Items 1-8 provided measure of prejudicial attitudes relating to societal segregation versus integration, Items 9-12 related to cultural prejudice, Items 13-15 measured sensitivity to causing offense and Items 16-18 related to societal prejudice and equality.

Negative items in each prejudice scale (Items 2, 5, 6, 8, 9, 12, 14, 15, 16 and 18) were reverse coded so that increasing scores indicated increasing General Prejudice. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 2, 5, 6, 8, 9, 12, 14, 15, 16 and 18 correlated negatively with Items 1, 3, 4, 7, 10, 11, 13 and 17 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Behaviour Items 2, 5, 6, 8, 9, 12, 14, 15, 16 and 18 were removed

from factor analysis due to their negative correlation. All remaining correlations ranged from .27 to .86.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.83. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. 4 Items; 3, 10, 11 and 14 loaded positively on to Factor 1 by between .58 and .99. Item 17 negatively loaded on to Factor 1 by -.58 so was omitted from further analysis. 3 Items; 1, 4 and 7 loaded on to Factor 2 by between .79 and .94.

b. Time one Chronbach's analysis

The General Prejudice Factor one scale (4 items) was not shown to be reliable (α = -.01). Reliability increased dramatically if Item 14 was deleted from the scale (α = .82) and this item had negative corrected item total correlation (r=-.58). The General Prejudice Factor two scale (3 items) was shown to be reliable (α = .85). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, however Items 2, 5, 6, 8, 9, 12, 14, 15, 16 and 18 correlated negatively with Items 1, 3, 4, 7, 10, 11, 13 and 17 even after being reverse coded so that responses should have been in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Behaviour Items 2, 5, 6, 8, 9, 12, 14, 15, 16 and 18 were removed from factor analysis due to their negative correlation. All remaining correlations ranged from .38 to .81.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.88. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. 4 Items; 1, 3, 4 and 7 loaded positively on to Factor 1 by

between .66 and .97. 4 Items; 10, 11, 13 and 17 all loaded on to Factor 2 by between .64 and 1.00.

d. Time two Chronbach's analysis

The General Prejudice Factor one scale (4 items) was shown to be reliable (α = .90). Reliability only decreased if items were deleted. The General Prejudice Factor two scale (4 items) was not shown to be reliable (α = .14). Reliability increased dramatically if Item 17 was deleted from the scale (α = .85) and this item had negative corrected item total correlation (r=-.75).

e. Conclusion for further analysis and subsequent study

From the above analyses it is seems there was a degree of variability Items which the factors included. The main issue was again with negative correlations between items where this should have been corrected for. It is very likely that the changing direction of the scales in the questionnaire, as well as answering questions using double negatives as a particular factor for this set of questions, caused confusion amongst participants. As a result Items 2, 5, 6, 8, 9, 12, and 14-18 will not be analysed further in this study, but will not be excluded from the subsequent study on the basis of this analysis.

13. Uncertainty

Negative items in each Uncertainty scale (Items 1-3) were reverse coded so that increasing scores indicated increasing uncertainty. Responses to questions in this category a did not demonstrate normality (p values ranged from <.001 to .002).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, however Item 4 correlated negatively with Items 1- 3 even after reverse coding should have allowed

responses to be in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Rather than removing Items 1-3 from factor analysis as these were the items which were recoded, Item 4 was removed from factor analysis due to its negative correlation and position at the end of the section which likely indicates that it was the problematic item. All remaining correlations ranged from .64 to .74.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.70. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on to this factor by between .84 to.89.

b. Time one Chronbach's analysis

The Uncertainty scale (3 items) was shown to be reliable ($\alpha = .81$). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, however Item 4 correlated negatively with Items 1- 3 even after reverse coding should have allowed responses to be in a consistent direction. It is possible that participants have been confused by the changing positive and negative direction of the questions leading to these results, however this cannot be known. Rather than removing Items 1-3 from factor analysis as these were the items which were recoded, Item 4 was removed from factor analysis due to its negative correlation and position at the end of the section which likely indicates that it was the problematic item. All remaining correlations ranged from .62 to .75.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.71. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on to this factor by between .87 to .92.

d. Time two Chronbach's analysis

The Uncertainty scale (3 items) was shown to be reliable ($\alpha = .85$). Reliability only decreased if items were deleted.

e. Conclusion for further analysis and subsequent study

From the above analyses Item 4 on feeling 'I think I would know what to expect when meeting a Protestant young person' appeared to be problematic and so was excluded from the rest of the current analysis at both time one and two. Item 4 was also excluded from the questionnaire in the subsequent study.

APPENDIX FOUR: PILOT INTERVENTION STUDY ACTIVITY PLANS

Contents

Overview of activities

Thank you for agreeing to help facilitate this research project. Not only is this research incredibly important to my PhD, but the outcomes of this research may also have the potential to inform future resources for Learning for Life and work classes.

Aim:

Overall, the aim of this research, is to create simple activities that can be used by all teachers to address this issue *which have been rigorously tested in their effectiveness.* The purpose of the activities are to help young people understand and appreciate difference, as well as feel confident and comfortable building relationships and friendships with people from other communities. In Northern Ireland, it appears that despite a number of initiatives aiming to promote cross-community contact between people from Catholic and Protestant communities, there are still problems of segregation and avoidance between these groups. We are therefore investigating activities which may prepare young people to feel comfortable with, and make the most out of future contact opportunities. This idea links into the Learning for Life and Work Curriculum (specifically the Local and Global Citizenship strand) as they aim to help pupils feel able to engage in wider society, and interact with lots of different people.

Therefore this research could help **pupils** become more able to contribute confidently to a diverse society, help **teachers** by providing ideas and resources in teaching LLW, **and benefit wider society** by promoting tolerance and reducing tensions between communities. The activities also have other benefits in terms of the Thinking Skills and Personal Capabilities they may also help develop. These are noted in each individual activity plan.

What will participation involve?:

A number of LLW classes will **follow 3 sessions of activity plans provided by the researcher.** These plans include time for **completing questionnaires** used to measure any changes in attitudes and feelings towards other groups. There are 4 activities and each will be completed by one class only. These activities are no different to those currently recommended for use in the classroom. Additionally there will be a control class who answer the questionnaires but not take part in the activities. The role of teachers will be to facilitate and observe these activities and then complete a short questionnaire.

All of the activity plans follow a similar structure;

Session 1: Questionnaire AND introduction to activity

Session 2: Time provided for activity

Session 3: Peer assessment or follow-up exercise AND questionnaire

Timings:

Each session is designed to be completed within one 30 minute Learning for Life and Work class and the entire research programme a maximum of three weeks. However, if Learning for Life and Work is taught in double periods the programme can be completed in two weeks. In this case sessions one and two should be completed in the first class, and session three should be completed in the first half of the second class. (If you are teaching the class receiving the peer talk in a double period you should ensure that the Year 14 pupil only comes into the class at the start of period two to allow pupils to create questions for them before they arrive.)

Control group:

If your class is designated to be the control group this means that you will not be assigned an activity. Instead, the class should spend 15-20 minutes completing their questionnaires at start of week 1, and then complete their usual work for rest of that session and session 2. In session three (session three is week 3 if LLW taught in single class, or week 2 if LLW is taught in a double period) please set aside 15-20 minutes for pupils to complete their questionnaires again.

Pupils not participating in research:

Some pupils will choose to not give the consent to take part in the research. An extra activity has been suggested for those not participating in the research to keep them engaged while their classmates are completing questionnaires. This activity is not compulsory, you can choose to let these pupils do something else. The researcher does not require any feedback from this activity.

Checklist:

- Ensure that consent forms have been distributed to all pupils in the class. Please remind pupils to return these whether they choose to consent or not. Please keep a list of participating pupils (first initial and last name, or c2k email address only please).
- Read through and familiarise yourself with the plans. Please let the researcher know if you have any questions or concerns.
- All participating pupils will need access to computers in 1st and 3rd sessions to complete the questionnaire. Ensure ICT rooms etc. have been booked in advance.
- Have adequate copies made of pupil instructions (these are included immediately following your specified activity plans).
- Those teaching the art group should make sure pupils are aware to bring in own materials in for session 2 (Note that Session 2 may be in the first class) but spare a4 pages should be available.
- If possible, those teaching the drama/role-play group should check that there is adequate space for pairs to practice.
- You must ensure that the researcher is made aware of any pupils who do not complete all three sessions. As responses to questionnaires are monitored in sessions 1+3, you are only required to take a roll of pupils present in session 2 who are participating in the research. Pass on first initial and last names to researcher, or C2K email address (full names should never be passed on). (Note, this point should not apply to LLW classes taught in double periods).
- **Once pupils have completed the activities you can fill in the teacher response questionnaire (web link to be sent soon).**

Consent form for parents/guardians

Researcher: Deborah Kinghan (dkinghan02@qub.ac.uk)

Supervisor: Dr Rhiannon Turner (r.turner@qub.ac.uk)

Address: School of Psychology

Queens University Belfast

BT9 5BW

Please return by_____

Dear Sir/ Madam,

My name is Deborah Kinghan. I am a past pupil of Glenlola Collegiate and am currently a Psychology PhD student at Queens University, Belfast, working under the supervision of Professors Rhiannon Turner and Joanne Hughes. My research involves looking at different ways to improve relations between young people in different communities within Northern Ireland. This research also aims to enhance the Learning for Life and Work curriculum.

Glenlola Collegiate have agreed to take part in this research and we are now writing out to each parent/guardian to ask if you would be happy for your child to take part. Please note that your child will receive the opportunity to give their consent before the research commences, but please discuss this decision with your child before completing this form. Participation is entirely voluntary, ***but to avoid confusion, all forms should be returned whether consent is given or not.***

In our research, pupils will be given the opportunity to participate in one of four specially designed activities to help them think about interacting with different people .They will either be asked to imagine a scenario involving cross-community contact, or they will listen to a short talk by an older pupil from the school about their cross-community experiences. They will also complete a short questionnaire about different social attitudes and feelings experienced when interacting with individuals from different backgrounds (completed before and after the task). This research will form part of the child's normal curriculum through Learning for Life and Work classes. Adequate time will be provided in these classes to complete the activities, but as is normally the case any remaining work will need to be completed for homework.

This research adheres to the ethical guidelines set out by the British Psychological Society, and has been approved by the Psychology Ethics Committee at Queens University. These guidelines include principles such as obtaining informed consent before research starts, notifying you and your child of your right to withdraw at any time up to when data is analysed after the experiment (07/11/14), and protection of anonymity. Additionally, the researcher has been ACCESSNI checked as a requirement of conducting research in an educational setting. This letter should provide you with enough information about the

study to allow you to make an informed decision about participation. However, if you have any questions or would like to discuss anything else, please note the contact details of myself and my supervisor Professor Turner at the top of this form and let us know if you have any questions.

The protection of confidentiality is taken seriously by the university. If you agree to participation and your child agrees to complete the study, all responses and questionnaires will be treated confidentially. Identifying information will be kept securely and separately from the rest of the questionnaires. Other than the researcher, the only people who will have access to the data will be the named supervisors at Queens University. Once the data is analysed, a report of the findings may be submitted for publication. This report will not contain any identifying information about individual pupils. The school will be informed once the findings have been made available.

Please circle yes or no to the following questions, and sign at the bottom to state that you consent to your child participating in this study.

Thank you for your response,

Deborah Kinghan

▪ Have you had the opportunity to ask questions and discuss the study?	YES / NO
▪ If you have asked questions have you had satisfactory answers to your questions?	YES / NO
▪ Do you understand that you are free to withdraw from the study at any time up to the point of data analysis? (This will occur on or before 07/11/14)	YES / NO
▪ Do you understand that your child is free to choose not to answer a question without having to give a reason why?	YES / NO
▪ Do you allow your child to take part in this study?	YES / NO
▪ Do you agree to your child's responses being used in a statistical analysis?	YES / NO
▪ Do you grant permission for extracts from the questionnaire to be used in reports of the research on the understanding that your child's anonymity will be maintained?	YES / NO

Signed: _____

Date: _____

Imagined contact (Writing group) – Session 1

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
1. Questionnaire: **(For pupils who have consented to research)**	15-20 mins	(For research purposes)	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Making: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Beginning to think about ideas relevant to the following task. Thinking about how all people have similarities and differences. Evaluating	All people have similarities and differences, e.g. the films and music they like, their skills and talents. • Ask pupils - If they were designing a survey to be given to all people in Northern Ireland what would they want to know about the things that make us all similar and different? • Get them to create their own mini-surveys and for each question, give a reason why they want to know that particular information.	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose and asking focused questions **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods. **Being Creative:**	• Paper and pens, or if enough computers available this can be word formatted.

		what kind of information is important to them.	• Help them to understand use of appropriate questions/wording (e.g. personal information about age is often difficult to ask about – often addressed by using broad age categories. Some questions about money or personal habits e.g. smoking/drinking could be seen as too personal by some, but Health organisations for example would find this information important). • **Pupils will create these to be given out to survey 3 classmates in session 3.** • Surveys should be between 5-10 questions and multiple choice.	• Promotion of curiosity, and exploration and experimentation to develop knowledge and understanding; • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Generating questions and problems to explore, experimenting with different ideas, designs, actions, and outcomes, and alternative solutions. • Learn from and value other people's ideas	
2. Task Introduction	10-15 mins	Thinking about positive outcomes of cross-community contact	• Provide instruction sheets to pupils introducing them to the task. • Pupils will be asked to imagine an interaction with a member of another community to be formed into a story. • Stories should NOT begin to be written until Session 2. Ensure that pupils spend this time thinking about their interactions in sufficient detail and creating	**Managing Information:** • Plan and break a task into sub-tasks – imagining and making notes first, writing in the next session • Choose appropriate methods for collating, recording, integrating and representing information • Begin to think about communicating information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique	• Pupils should **log off computers** at this stage and record ideas on paper. • Instruction sheets to be distributed.

			bullet-pointed notes or spider diagrams.	• Make reasoned judgements about future experiences rather than jumping to immediate conclusions, additionally ensure that ideas are well formed and organised before engaging in writing process • Think flexibly and make predictions **Being Creative:** • Promotion of curiosity and imagination, and exploration and experimentation of imagined scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Self-Management** • Opportunity for self-directed learning • Learn how to organise and plan creative writing task by taking time to think and make notes before beginning writing • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Writing Group) – Session 2

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
3. Activity	30-35 minutes	Creative Writing – Pupils should put together a short-story (2-3 sides) from the scenario that they imagined in the previous session. Thinking about positive outcomes of cross-community contact.	• Teacher should **take a roll of the class** to ensure that all pupils participating in research are present in this session – pass on initials and date of birth to researcher (full names should never be passed on). • Based on the imagined interactions from session 1, pupils should begin to write their short-stories. • Encourage them to provide as much detail as possible, but to keep the stories within a real-life setting. • **If story is not completed in this session pupils should have this completed before next class**. • **Emphasise that stories will be read and marked by their peers in the next session** so they should pay attention to; 1. The level of detail provided in the story 2. How well the story is written (spelling, grammar, punctuation etc.) 3. How realistic the content of their story is. These three points will be the criteria used to mark the story.	**Managing information** • Select, classify, compare and evaluate information for a purpose. • Communicate information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique • Make reasoned judgements about future experiences rather than jumping to immediate conclusions. • Think flexibly and make predictions • Generate possible solutions, weigh up pros and cons, and try out alternative approaches. **Being Creative:** • Promotion of curiosity and imagination, and exploration and	• Extra instruction sheets for pupils who have forgotten theirs from previous session.

				experimentation of imagined scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Self-Management** • Opportunity for self-directed learning • Organise and plan creative writing task • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Writing group) – Session 3

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
4. Peer marking of stories	10-15 mins	To ensure research activity has been properly carried out.	• In pairs, pupils will swap stories to read and mark them on the following criteria; 1. The level of detail provided in the story 2. How well the story is written (spelling, grammar, punctuation etc.) 3. How realistic the content of their story is. Then their own work will be returned to them.	**Thinking, Problem-Solving and Decision-Making** • Evaluating outcomes of activity and making reasoned judgements in marking **Being creative** • Taking risks for learning by allowing mistakes and perceived failures to be viewed in terms of the opportunities that they present • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management**	• Copy of marking criteria sheet

				• Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts.	
5. Questionnaire: (**For pupils who have consented to research**)	15-20 mins	(For research purposes) Same questionnaire as before	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Testing: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Understanding different ways to gather information. Learning to critique questions asked of themselves and others.	• Surveys which were created in session 1 to be given to 3 classmates. • These surveys will be completed by each of the 3 classmates and the reasons justifying each question considered. • Classmates will provide feedback by giving a mark out of 10 for how easy the survey was to complete	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose. • Understanding "appropriate" questions. **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods.	• Paper and pens, or if enough computers available this can be word formatted.

			and should put a star beside any question they feel is unnecessary or not justified well enough. • Pupils should be made aware that they do not have to answer any questions that they do not want to.	• Evaluating outcomes of activity and making reasoned judgements in marking **Being Creative:** • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management** • Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts	

Please remember to fill out teacher questionnaire once this final session is complete

Instructions for pupils – Writing activity

In the rest of this class spend time **imagining yourself having a positive experience meeting a member of another community. In this encounter, you have to work together with this person to complete a task. You are successful in the task and you really enjoy taking part in it**. Try to imagine as many details as possible e.g. where you met, what you say to each other, what the other person looked like. Organise and keep track of what you imagine using notes (bullet points, spider diagrams etc.) and doodles.

Writing activity: In the next session you will be asked to write a 2-3 page short story about what you have imagined. You do not have to use your name in the story, but you must imagine yourself as one of the characters. That means that you can use a fake name and description for the character who is "you." However, if you want to write about yourself in the story that is also ok. Try to make the story both realistic and interesting.

If you are in a single period of LLW you should not start writing your story until next week's class. In two weeks' time the stories will be marked in class.

If this is a double period class, wait until your teacher tells you that you can begin writing your story properly, this is to make sure you have time to properly imagine your story. The stories will be marked next week in class.

Before you write your story you are allowed to make notes. To make sure that you remember everything you have imagined you should make as detailed notes as possible.

Here are a few ideas to get you thinking, you do not have to think about all of them:

- Where were you?
- What were you doing?
- What did the person look like?
- What age were they?
- How did you feel spending time with this person? Did your feelings change from the start to the end?
- How did you know/find out they were from the other community?
- What did you talk about?
- Did you learn something new? What did you find out?
- Were there other people there too?
- Did you help them do something?/ Did they help you do something?
- What was the weather/room/your surroundings like?
- What activities/tasks did you do together?
- Did you get something from the experience or get to do something new?
- What were the best things or your favourite things about spending time with this person?
- Were you inside school or outside school, or both?
- Did you have things in common?
- What surprised you about spending time with this person?

Marking criteria

You will be marking each other's stories based on the following points;

1. How detailed is the story? Is it easy to imagine it happening from their descriptions? (Mark out of 10)
2. How well the story is written (spelling, grammar, punctuation etc.) (Mark out of 10)
3. How realistic is the story? Could it happen in real-life? (Mark out of 10)

Imagined contact (Art group) – Session 1

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
1. Questionnaire: **(For pupils who have consented to research)**	15-20 mins	(For research purposes)	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Making: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Beginning to think about ideas relevant to the following task. Thinking about how all people have similarities and differences. Evaluating	All people have similarities and differences, e.g. the films and music they like, their skills and talents. • Ask pupils - If they were designing a survey to be given to all people in Northern Ireland what would they want to know about the things that make us all similar and different? • Get them to create their own mini-surveys and for each question, give a reason why they want to know that particular information.	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose and asking focused questions **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods. **Being Creative:**	• Paper and pens, or if enough computers available this can be word formatted.

		what kind of information is important to them.	• Help them to understand use of appropriate questions/wording (e.g. personal information about age is often difficult to ask about – often addressed by using broad age categories. Some questions about money or personal habits e.g. smoking/drinking could be seen as too personal by some, but Health organisations for example would find this information important). • **Pupils will create these to be given out to survey 3 classmates in session 3.** • Surveys should be between 5-10 questions and multiple choice.	• Promotion of curiosity, and exploration and experimentation to develop knowledge and understanding; • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Generating questions and problems to explore, experimenting with different ideas, designs, actions, and outcomes, and alternative solutions. • Learn from and value other people's ideas	
2. Task Introduction	10-15 mins	Thinking about positive outcomes of cross-community contact	• Provide instruction sheets to pupils introducing them to the task. • Pupils will be asked to imagine an interaction with a member of another community to be illustrated in a piece of artwork. • The artwork should NOT begin to be worked on until Session 2. Ensure that pupils spend this time thinking about their interactions in sufficient detail and creating	**Managing Information:** • Plan and break a task into sub-tasks – imagining and making notes first, writing in the next session • Choose appropriate methods for collating, recording, integrating and representing information • Begin to think about communicating information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique	• Pupils should **log off computers** at this stage and record ideas on paper. • Instruction sheets to be distributed.

			bullet-pointed notes or spider diagrams.	• Make reasoned judgements about future experiences rather than jumping to immediate conclusions, additionally ensure that ideas are well formed and organised before engaging in drawing. • Think flexibly and make predictions **Being Creative:** • Promotion of curiosity and imagination, and exploration and experimentation of imagined scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Self-Management** • Opportunity for self-directed learning • Learn how to organise and plan art task by taking time to think and make notes before beginning writing • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Art Group) – Session 2

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
3. Activity	30-35 minutes	Art task – Pupils should put together a poster (one A4 or if available A3 side completely covered) illustrating a particular scene from their imagined experience. They should also write 5-10 bullet points summarising the story and indicating where the illustrated scene fits in. Alternatively pupils can create a comic strip of 6 pictures illustrating different things that happened in the imagined story (on one side of an A4 page).	• Teacher should **take a roll of the class** to ensure that all pupils participating in research are present in this session – pass on initials and date of birth to researcher (full names should never be passed on). • Based on the imagined interactions from session 1, pupils should begin to create their artworks. • Encourage them to draw as much detail as possible, but to keep the stories within a real-life setting. • **If artwork is not completed in this session pupils should have this completed before next class**. • **Emphasise that the illustrations will be marked by their peers in the next session** so they should pay attention to; 1. The level of detail provided in the artwork 2. How well the piece is drawn 3. How realistic the content of their artwork is. These three points will be the criteria used to mark the artwork.	**Managing information** • Select, classify, compare and evaluate information for a purpose. • Communicate information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique • Make reasoned judgements about future experiences rather than jumping to immediate conclusions. • Think flexibly and make predictions • Generate possible solutions, weigh up pros and cons, and try out alternative approaches. **Being Creative:**	• Extra instruction sheets for pupils who have forgotten theirs from previous session. • Spare paper

		Thinking about positive outcomes of cross-community contact.		• Promotion of curiosity and imagination, and exploration and experimentation of imagined scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Self-Management** • Opportunity for self-directed learning • Organise and plan art task • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Art group) – Session 3

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
4. Peer marking of artwork	10-15 mins	To ensure research activity has been properly carried out.	• In pairs, pupils will swap artwork to evaluate and mark them on the following criteria; 1. The level of detail provided in the artwork 2. How well the piece is drawn 3. How realistic the content of their artwork is. If there is time, get some of the pupils to explain the stories behind the artwork they are marking to the rest of the class. Then pupils own work will be returned to them.	**Thinking, Problem-Solving and Decision-Making** • Evaluating outcomes of activity and making reasoned judgements in marking **Being creative** • Taking risks for learning by allowing mistakes and perceived failures to be viewed in terms of the opportunities that they present • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management**	• Copy of marking criteria sheet

				• Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts.	
5. Questionnaire: (**For pupils who have consented to research**)	15-20 mins	(For research purposes) Same questionnaire as before	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Testing: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Understanding different ways to gather information. Learning to critique questions asked of themselves and others.	• Surveys which were created in session 1 to be given to 3 classmates. • These surveys will be completed by each of the 3 classmates and the reasons justifying each question considered. • Classmates will provide feedback by giving a mark out of 10 for how easy the survey was to complete	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose. • Understanding "appropriate" questions. **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods.	• Paper and pens, or if enough computers available this can be word formatted.

			and should put a star beside any question they feel is unnecessary or not justified well enough. • Pupils should be made aware that they do not have to answer any questions that they do not want to.	• Evaluating outcomes of activity and making reasoned judgements in marking **Being Creative:** • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management** • Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts	

Please remember to fill out teacher questionnaire once this final session is complete

Instructions for pupils – Art activity

In the rest of this class spend time **imagining yourself having a positive experience meeting a member of another community. In this encounter, you have to work together with this person to complete a task. You are successful in the task and you really enjoy taking part in it.** Try to imagine as many details as possible e.g. where you met, what you say to each other, what the other person looked like. Organise and keep track of what you imagine using notes (bullet points, spider diagrams etc.) and doodles.

Art activity: In the next session you will be asked to create an A4 poster illustrating a freeze-frame of what you have imagined, or comic strip of 6 pictures illustrating different things that happened in your imagined story. To create a comic strip you should divide an A4 page into 6 boxes. Outline the story in bullet-points to show which part(s) of the story you have illustrated. You must imagine yourself as one of the characters, but you do not have to use your name or draw either of the characters to look like you if you don't want to. However, if you want to write about yourself in the story that is also ok. Try to make both the story and illustrations realistic and interesting. You should not start your poster/comic strip until next week's class.

If you are in a single period of LLW you should not begin drawing until next week's class. In two weeks' time the artworks will be marked in class.

If this is a double period class, wait until your teacher tells you that you can begin drawing, this is to make sure you have time to properly imagine your story. The stories will be marked next week in class.

Before you write your story you are allowed to make notes. To make sure that you remember everything you have imagined you should make as detailed notes as possible.

Here are a few ideas to get you thinking, you do not have to think about all of them:

- Where were you?
- What were you doing?
- What did the person look like?
- What age were they?
- How did you feel spending time with this person? Did your feelings change from the start to the end?
- How did you know/find out they were from the other community?
- What did you talk about?
- Did you learn something new? What did you find out?
- Were there other people there too?
- Did you help them do something?/ Did they help you do something?
- What was the weather/room/your surroundings like?
- What activities/tasks did you do together?
- Did you get something from the experience or get to do something new?
- What were the best things or your favourite things about spending time with this person?
- Were you inside school or outside school, or both?
- Did you have things in common?
- What surprised you about spending time with this person?

Marking criteria

You will be marking each other's stories based on the following points;

1. How detailed is the artwork? Is it easy to understand and imagine it happening from their illustrations? (Mark out of 10)

2. How well is the artwork drawn? (Mark out of 10)
3. How realistic is the story the artwork is based on? Could it happen in real-life? (Mark out of 10)

Imagined contact (Drama group) – Session 1

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
1. Questionnaire: **(For pupils who have consented to research)**	15-20 mins	(For research purposes)	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Making: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Beginning to think about ideas relevant to the following task. Thinking about how all people have similarities and differences. Evaluating	All people have similarities and differences, e.g. the films and music they like, their skills and talents. • Ask pupils - If they were designing a survey to be given to all people in Northern Ireland what would they want to know about the things that make us all similar and different? • Get them to create their own mini-surveys and for each question, give a reason why they want to know that particular information.	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose and asking focused questions **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods. **Being Creative:**	• Paper and pens, or if enough computers available this can be word formatted.

		what kind of information is important to them.	• Help them to understand use of appropriate questions/wording (e.g. personal information about age is often difficult to ask about – often addressed by using broad age categories. Some questions about money or personal habits e.g. smoking/drinking could be seen as too personal by some, but Health organisations for example would find this information important). • **Pupils will create these to be given out to survey 3 classmates in session 3.** • Surveys should be between 5-10 questions and multiple choice.	• Promotion of curiosity, and exploration and experimentation to develop knowledge and understanding; • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Generating questions and problems to explore, experimenting with different ideas, designs, actions, and outcomes, and alternative solutions. • Learn from and value other people's ideas	
2. Task Introduction	10-15 mins	Thinking about positive outcomes of cross-community contact	• Provide instruction sheets to pupils introducing them to the task. • Pupils will be asked to imagine an interaction with a member of another community to be acted out as a five minute role-play in a pair. • Rehearsing the role-play should NOT begin to be worked on until Session 2. Ensure that pupils spend this time thinking about their interactions in sufficient	**Managing Information:** • Plan and break a task into sub-tasks – imagining and writing notes and own script ideas first, collaborating and rehearsing in the next session • Choose appropriate methods for collating, recording, integrating and representing information • Begin to think about communicating information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique	• Pupils should **log off computers** at this stage and record ideas on paper. • Instruction sheets to be distributed.

			detail and creating individual scripts.	• Make reasoned judgements about future experiences rather than jumping to immediate conclusions, additionally ensure that ideas are well formed and organised before engaging in scripting. • Think flexibly and make predictions **Being Creative:** • Promotion of curiosity and imagination, and exploration and experimentation of imagined scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Self-Management** • Opportunity for self-directed learning • Learn how to organise and plan drama task by taking time to think and make notes before beginning writing scripts, and then rehearsing • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Drama Group) – Session 2

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
3. Activity	30-35 minutes	Drama task – Pupils should get together in pairs and compare their own notes and scripts. In each pair they should work on writing joint script which can incorporate whatever balance of ideas from each personal script as they decide. Pupils should be aware that these role-plays should last as close to five minutes as possible. They may then begin to rehearse these role-plays. Thinking about positive outcomes of cross-community contact.	• Teacher should **take a roll of the class** to ensure that all pupils participating in research are present in this session – pass on initials and date of birth to researcher (full names should never be passed on). • Based on the imagined interactions from session 1, pupils should begin to create their joint scripts. • Encourage them to make their dramas as detailed and as realistic and believable as possible. • It may not be possible for all pupils to play the role they had imagined themselves playing. • **If role-plays are not sufficiently rehearsed in this session pupils should do this in their own time before next class**. • **Emphasise that the role-plays will be marked by their peers in the next session** so they should pay attention to; 1. How close to 5 minutes the role-play lasts. 2. How well the role-play is acted	**Managing information** • Select, classify, compare and evaluate information for a purpose. • Communicate information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique • Make reasoned judgements about future experiences rather than jumping to immediate conclusions. • Think flexibly and make predictions • Generate possible solutions, weigh up pros and cons, and try out alternative approaches. **Being Creative:**	• Extra instruction sheets for pupils who have forgotten theirs from previous session.

			3. How realistic and believable the scenario is. These three points will be the criteria used to mark the role-plays.	• Promotion of curiosity and imagination, and exploration and experimentation of imagined scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Working with others** • Be sensitive to and respect others' feelings, and be fair and responsible; • Develop the confidence and willingness to join in and fully engage in collaborative drama activity, the social skills required for working in pairs • Appreciate some of the aspects of group dynamics and roles e.g. active listening, sharing	

				opinions, turn-taking, sharing and cooperating; • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations; • Take personal responsibility for work with others and evaluate their own contribution to the group; • Respect the views and opinions of others and reach agreements using • negotiation and compromise **Self-Management** • Opportunity for self-directed learning • Organise and plan drama task • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Drama group) – Session 3

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
4. Peer marking of role-plays	10-15 mins	To ensure research activity has been properly carried out.	• Each pair will act out their role-play to another pair, who will evaluate and mark them on the following criteria; 1. How close to 5 minutes the role-play lasts. 2. How well the role-play is acted 3. How realistic and believable the scenario is. If there is time, get some of the pupils to explain the stories behind role-plays they have just watched to the rest of the class.	**Thinking, Problem-Solving and Decision-Making** • Evaluating outcomes of activity and making reasoned judgements in marking **Being creative** • Taking risks for learning by allowing mistakes and perceived failures to be viewed in terms of the opportunities that they present • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management**	• Copy of marking criteria sheet

				• Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts.	
6. Questionnaire: (**For pupils who have consented to research**)	15-20 mins	(For research purposes) Same questionnaire as before	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Testing: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Understanding different ways to gather information. Learning to critique questions asked of themselves and others.	• Surveys which were created in session 1 to be given to 3 classmates. • These surveys will be completed by each of the 3 classmates and the reasons justifying each question considered. • Classmates will provide feedback by giving a mark out of 10 for how easy the survey was to complete	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose. • Understanding "appropriate" questions. **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods.	• Paper and pens, or if enough computers available this can be word formatted.

			and should put a star beside any question they feel is unnecessary or not justified well enough. • Pupils should be made aware that they do not have to answer any questions that they do not want to.	• Evaluating outcomes of activity and making reasoned judgements in marking **Being Creative:** • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management** • Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts	

Please remember to fill out teacher questionnaire once this final session is complete

Instructions for pupils – Drama activity

In the rest of this class spend time **imagining yourself having a positive experience meeting a member of another community. In this encounter, you have to work together with this person to complete a task. You are successful in the task and you really enjoy taking part in it.** Try to imagine as many details as possible e.g. where you met, what you say to each other, what the other person looked like. Organise and keep track of what you imagine using notes (bullet points, spider diagrams etc.) and doodles.

Drama activity: Using the story you have just imagined, write a script for a two person role-play

Once you have imagined your story, begin to write a script for a 5 minute role-play to be performed by two people based on what you have imagined. You do not have to use your name in the story, but you must imagine yourself as one of the characters. That means that you can use a fake name and description for the character who is "you." However, if you want to write about yourself in the story that is also ok. Later, you will get into pairs and compare scripts. You can choose the best script or use bits of both scripts for your role-play. You will then have time to practice before performing it to others your class. Try to make the story both realistic and interesting.

If you are in a single period of LLW you should not get into a pair until next week's class. In two weeks' time the role-plays will be marked in class.

If this is a double period class, wait until your teacher tells you that you can get into a pair, this is to make sure you have time to properly imagine your story. The role-plays will be marked next week in class.

Before you write your script you are allowed to make notes. To make sure that you remember everything you have imagined you should make as detailed notes as possible.

Here are a few ideas to get you thinking, you do not have to think about all of them:

- Where were you?
- What were you doing?
- What did the person look like?
- What age were they?
- How did you feel spending time with this person? Did your feelings change from the start to the end?
- How did you know/find out they were from the other community?
- What did you talk about?
- Did you learn something new? What did you find out?
- Were there other people there too?
- Did you help them do something?/ Did they help you do something?
- What was the weather/room/your surroundings like?
- What activities/tasks did you do together?
- Did you get something from the experience or get to do something new?
- What were the best things or your favourite things about spending time with this person?
- Were you inside school or outside school, or both?
- Did you have things in common?
- What surprised you about spending time with this person?

Marking criteria

You will be marking each other's role-plays based on the following points;

1. How close to 5 minutes does the role-play last? (Mark out of 10 – remove a mark for every minute over or under 5 the role-play lasts)
2. How well is the role-play acted out? Does each person get into character well? (Mark each person out of 5)

3. How realistic and believable is the story? (Has the story been well thought-out?) (Mark out of 10)

Extended contact (Peer Talk group) – Session 1

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
1. Questionnaire: **(For pupils who have consented to research)**	15-20 mins	(For research purposes)	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Making: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Beginning to think about ideas relevant to the following task. Thinking about how all people have similarities and differences. Evaluating	All people have similarities and differences, e.g. the films and music they like, their skills and talents. • Ask pupils - If they were designing a survey to be given to all people in Northern Ireland what would they want to know about the things that make us all similar and different? • Get them to create their own mini-surveys and for each question, give a reason why they want to know that particular information.	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose and asking focused questions **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods. **Being Creative:**	• Paper and pens, or if enough computers available this can be word formatted.

		what kind of information is important to them.	• Help them to understand use of appropriate questions/wording (e.g. personal information about age is often difficult to ask about – often addressed by using broad age categories. Some questions about money or personal habits e.g. smoking/drinking could be seen as too personal by some, but Health organisations for example would find this information important). • **Pupils will create these to be given out to survey 3 classmates in session 3.** • Surveys should be between 5-10 questions and multiple choice.	• Promotion of curiosity, and exploration and experimentation to develop knowledge and understanding; • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Generating questions and problems to explore, experimenting with different ideas, designs, actions, and outcomes, and alternative solutions. • Learn from and value other people's ideas	
2. Activity Introduction – Peer Talk	10-15 mins	Thinking about positive outcomes of cross-community contact Thinking of questions for next sessions talk	• Explain to pupils that in next session they will be hearing a talk from a Year 14 pupil about their cross-community experiences. • Each pupil should try to think of 5 questions that they could ask after this talk – If they were going into a shared/cross-community class tomorrow, what kind of things would they want to find out from someone who has already had that experience? (provide a max of 5 mins for this)	**Managing Information:** • Ask focused questions; • Work independently and collaborate to locate and access multiple information sources; • Select, classify, compare and evaluate information for a purpose **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique • Use different types of questions. • Generate question ideas, weigh up pros and cons, and try out alternative approaches.	• Pupils should **log off computers** at this stage and record ideas on paper and on the board.

			• In the remaining time (5-10 minutes) go round each pupil in turn and get them to read out the **best question** they have thought of. Either you or a designated pupils should write these (key words and phrases) up on the board. If a pupil repeats a question that has already been suggested ask them to read out another from their list. • From this list aim to come up with 8-10 questions that will be asked of the pupil coming in to give the talk. • Depending on the size of the list you have on the board this can either be done by asking pupils to pick/rank their 10 favourite, or (if list is shorter than this) getting pupils to suggest questions on similar themes to those already suggested. E.g. if there was a question on "What kind of things do you talk about with them?" you could break this down into the questions about the **process** e.g. words, "Are there words that you use differently or don't use with them?" You could create a questions based on **feelings** "Do you find it easy to talk with them?" or you could ask a	**Being Creative:** • Promotion of curiosity and imagination, generating and inventing new ideas, and exploration of questions to develop knowledge and understanding; • Taking risks for learning by allowing mistakes and perceived failures to be viewed in terms of the opportunities that they present; • Learn from and value other people's ideas and make new connections between ideas/information; • Understand that the creative process involves generating questions and problems to explore, interrogating and defining problems, and experimenting with different ideas, imagining different possibilities and alternative solutions ; • Opportunity for self-expression, personal responses and valuing individuality to help promote resilience in viewpoints. **Working with Others** • Be sensitive to others' feelings, and be fair when picking final 10 questions. • Develop the confidence and willingness to join in and fully engage in collaborative activity. • Appreciate some of the aspects of group dynamics and group roles e.g. active listening, sharing opinions. • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations.	

			question **relating to a specific memory or time** "What was the first/last thing you remember talking about?" • The questions should be asked in the next session by the pupils who first suggested each of the chosen questions (or who you feel would benefit from the opportunity to ask them) and as each question is decided on. Ask these pupils to write their question down (if classes are taught in single periods you should get pupils to write their names on these sheets and collect them in to keep safe for the following week).	• Respect the views and opinions of others and reach agreement on final list of questions using negotiation and compromise. • Overall, develop a sense of fairness and respect that will contribute to pupils' general social and emotional development. **Self-Management** • Opportunity for self-directed learning through creating questions by themselves at first. • Learn how to organise and plan question ideas. • Opportunity to practice time-management skills. • Develop ability to seek advice when necessary. • Compare their own approach with others'.	

Extended contact (Peer Talk Group) – Session 2

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
3. Activity - Talk	30-35 minutes	Thinking about positive outcomes of cross-community contact. Year 14 pupil will deliver a 10-15 minute talk on their experiences of cross-community contact	• Teacher should **take a roll of the class** to ensure that all pupils participating in research are present in this session – pass on initials and date of birth to researcher (full names should never be passed on). • [5 mins] Allow ~5 minutes for Year 14 pupil to set up – may have PowerPoint etc. • [10-15 mins] Year 14 will deliver 10-15 minute talk • [5-10 mins] Pupils will then take turns to ask the questions that they thought of in the previous session. • [In any remaining time] pupils may ask any remaining questions they would like answered from previous session, or any unplanned questions they may have. Get pupils to write down 5 things that they learnt from the talk that they didn't know before or particularly liked hearing about. (Neither of these tasks in this final point are essential, but should be followed if time remains).	**Managing information** • Ask focused questions; • Listen to a peer communicating information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique. • Critically evaluate the information provided by the peer to make reasoned judgments about cross-community contact. • Think flexibly about this concept • Opportunity to practice distinguishing fact from opinion. • Listen to potentially new ad alternative ideas • Use different types of questions. **Being Creative:**	• Question sheets for pupils selected to ask questions.

				• Promotion of curiosity and imagination, and new ideas provided by peer talk • Facilitating opportunity to imagine different possibilities in spending time with a member of another community. • Learn from and value other people's ideas and make new connections between ideas/information. • Challenge routine methods and ideas, and value the unexpected or surprising. **Self-Management** • Become aware of own personal development and social learning by listening to the experiences of others. • Focus sustained attention on the talk and develop persistence; • Seek advice (e.g. by listening to the experiences of an older peer) when necessary. • Compare their own approach and views with others' and in different contexts.	

Extended contact (Peer Talk group) – Session 3

If Learning for Life and Work is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
4. Ideas funnel: Class follow-up activity on what was learnt in last week's talk	10-15 mins	To ensure research activity has been properly carried out. Remembering and prioritising new information	**Ideas funnel activity** to think about and prioritise what was learnt last week. (The ideas funnel activity is a shortened version of that in an NI Curriculum resource "Active Learning and Teaching Methods for Key Stage 3") • Pupils in groups of four-to-six receive a large piece of paper. • Pupils decide on their roles within the group. Such roles might include scribe, timekeeper, facilitator and presenter. • The groups generate as many ideas or options as possible around the given topic, and note them on the top half of the piece of paper. (Big end of the funnel)	**Managing information** • Collaborate to locate and access multiple information sources. • Select, classify, compare and evaluate information for a purpose • Choose appropriate methods for collating, recording, integrating and representing information; • Communicate information with a sense of audience and purpose. **Thinking, Problem-Solving and Decision-Making** • Evaluating learning outcomes of talk and making reasoned judgements in prioritising new information. • Sequence, order, classify, make connections and comparisons between different ideas • Engagement in an active learning technique • Justify opinions and conclusions. **Being creative**	• Large sheets of paper and pens

			• Groups then prioritise their ideas by selecting the five which they believe are most important or relevant to the given topic. They write these on the bottom half of the sheet. (Small end of the funnel) • Go around each of the groups in turn asking them to tell the rest of the class the five most important things that they learnt from last week.	• Learn from and value other people's ideas and make new connections between ideas/information; • Opportunity for self-expression, personal responses and valuing individuality to help promote resilience in viewpoints. **Working with others** • Develop the confidence and willingness to join in and fully engage in collaborative activity, the social skills required for working in face-to-face groups, empathy, and a more general social perspective; • Appreciate some of the aspects of group dynamics and group roles e.g. active listening, sharing opinions, turn-taking, sharing and cooperating. • Take personal responsibility for work with others and evaluate their own contribution to the group. • Respect the views and opinions of others and reach agreements using negotiation and compromise. • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations	

				• Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management** • Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts. • Opportunity to practice time-management skills • Focus sustained attention on tasks and develop persistence.	
7. Questionnaire: (**For pupils who have consented to research**)	15-20 mins	(For research purposes) Same questionnaire as before	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Testing:	15-20 mins	Understanding different ways	• Surveys which were created in session 1 to be given to 3 classmates.	**Managing Information:** • Understanding different ways of gathering information.	• Paper and pens, or if enough

Suggested, but not obligatory activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)		to gather information. Learning to critique questions asked of themselves and others.	• These surveys will be completed by each of the 3 classmates and the reasons justifying each question considered. • Classmates will provide feedback by giving a mark out of 10 for how easy the survey was to complete and should put a star beside any question they feel is unnecessary or not justified well enough. • Pupils should be made aware that they do not have to answer any questions that they do not want to.	• Selecting information for a clear purpose. • Understanding "appropriate" questions. **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods. • Evaluating outcomes of activity and making reasoned judgements in marking **Being Creative:** • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management** • Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal	computers available this can be word formatted.

				strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts	

Please remember to fill out teacher questionnaire once this final session is complete

For pupil giving class talk…

Thank you for agreeing to share your cross-community experiences. This is a great opportunity for you to practice you presentation skills and be a role model to your younger peers. We would like you to prepare a talking lasting between 10-15 minutes on an experience you have had meeting and spending time with people from a community that it different to yours. In Northern Ireland we usually use the term "cross-community" to refer to projects and events where Catholics and Protestants spending time together, but this can also apply to everyday scenarios too. You don't have to say what community you come from, but please emphasise the mixed nature of what you have been doing.

You are free to illustrate this talk in whatever way you would like (e.g. you can use PowerPoint, pictures, videos). Alternatively you may just feel comfortable giving a talk without these things. In either case, please try not to rely too heavily on notes – you can have them for reference, but try not to simply read your notes out.

Overall keep what you are talking about positive ☺ and try not to include too many negative things – but be honest. If you do have to say something negative try to balance it out with a positive. For example, you may say that when you started out you didn't know anybody and this was a bit worrying, however the longer you spent the easier, more normal it got and now you really enjoy it.

Here are a few ideas to get you thinking about what you could include;

- Who are some of the people you have met. Describe them.
- How did you feel spending time with these people? Did your feelings change from the start to the end? (e.g. did you feel more comfortable as time went on?)
- What kind of things do you talk about?
- Did you have things in common?
- What kind of activities or tasks do you do in class? **If you have an example of a task or activity where you enjoyed working together in a mixed group or pair, you should definitely talk about this.**
- Did you help them do something?/ Did they help you do something?
- Did you learn something new by spending time with them? What did you find out?
- Did you get something from the experience or get to do something new?
- What were the best things or your favourite things about spending time with people from the other community?
- What surprised you about spending time with people from different communities?
- Having met people from a different community, how does this make you feel towards other people like them?
- Have you made new friends? Do you ever get the chance to meet up outside school too? Do you communicate using social media?
- If you like, you can also include opinions and stories from some of the other people involved in your cross-community experience. For example you could ask them to give a short (one line) reply to the question "What have you enjoyed most about the experience?"
- **Finish off by encouraging the class to talk to new people from different communities whenever they can.**

APPENDIX FIVE: WIDER INTERVENTION STUDY QUESTIONNAIRE (EXAMPLE – TIME 3)

This should be the THIRD time you have answered this questionnaire, if you have not answered this questionnaire before please check with your teacher before continuing.

Tick the box if this is your THIRD time answering this questionnaire ☐

Researchers from Queen's University Belfast want to find out what Year 8-13s think and feel about people around them.

- **Just so you know, no-one will know what you've answered, because you do not put in your name and you can stop taking part anytime you want.**
- **Before we get started it is very important that we have a way of identifying your survey in case you choose not to take part at a later stage.**
- **By telling us your initials and date of birth you are agreeing to take part.**

What day were you born on? (e.g. 1st, 2nd)

What month were you born in?

What is the **first** letter of your **first** name?
If you have two first names please just select the first initial e.g. **M**ary-Jane **S**mith would still only select **M** and **S**.

What is the **first** letter of your **last** name?
If you have two last names please just select the first initial e.g. **J**ohn **S**mith-Brown would still only select **J** and **S**.

Remember to answer honestly and as quickly as you can.

First, we would like to ask some questions about you. We need this information so that we can find out if different young people answer differently. For example, if boys

and girls or people from different areas of Northern Ireland have different experiences.

Are you a boy or a girl?

Boy ☐ Girl ☐

What is the name of your school?

What is the name of your teacher for this class?

What is the name of this class? e.g. 8C

In Northern Ireland there are two main community identities. You may not view these identities as important to you personally, but there may be one you have more experience of. Please select this community:

☐ Protestant community ☐ Not sure

☐ Neither Catholic nor Protestant community ☐ Catholic community

You will be asked to answer questions about what you think of 'Other' communities.

If you selected Protestant community please answer these questions thinking about the 'Other' community as Catholic people.

If you selected Catholic community please answer these questions thinking about the 'Other' community as Protestant people.

If you selected Neither or Not sure the 'Other' community is any group of people who live a bit differently to you. You can decide which group you want to think about.

1. How many people do you know from the Other community?

None ☐ 1 ☐ 2-4 ☐ 5-9 ☐ 10 or more ☐

2. How much have you spent time with people from the Other community in the past year?

None ☐ I see them occasionally ☐ I see them at least every month ☐
I see them at least every week ☐ I see them every day ☐

3. How mixed is the area you live in?

Not mixed at all ☐ Mostly unmixed ☐
Somewhere in between/Unsure ☐
A bit mixed ☐ Very mixed ☐

4. How many friends do you have from Other community?

None ☐ 1 ☐ 2-4 ☐ 5-9 ☐ 10 or more ☐

5. How many of your friends have at least one friend from the Other community?

None ☐ 1 ☐ 2-4 ☐ 5-9 ☐ 10 or more ☐

If you **DON'T** know people from the Other community, skip questions 6 to 11, and **continue at question 12**.

Please circle the number which shows how much these things happen

6. How much do you see people from the Other community at school?

Not at all A great deal
1 2 3 4 5 6 7

7. How much do you see people from the Other community in your town/city?

Not at all A great deal

1 2 3 4 5 6 7

8. How much do you see people from the Other community in social situations e.g. parties, sleepovers, trips, youth clubs?

Not at all A great deal

1 2 3 4 5 6 7

9. How much do you chat to people from the Other community?

Not at all A great deal

1 2 3 4 5 6 7

10. In general, is meeting people from the Other community a pleasant or unpleasant experience?

Very unpleasant Very pleasant


1 2 3 4 5 6 7

11. In general, is meeting people from the Other community a positive or negative experience?

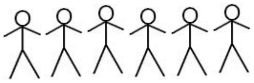
Very negative Very positive


1 2 3 4 5 6 7

What would you be most likely to do if you met a person from the Other community?
I think if I came across a person from the Other community I would want to…
(Tick one box for each question)

	Not at all (1)	(2)	(3)	(4)	Very much (5)
12. Talk to them?					
13. Learn more about them?					
14. Spend time with them?					

Tick the picture which shows how many people from the Other community you think are…

	None (1)	Some  (2)	Half  (3)	Most  (4)	All  (5)
15. Clever?					
16. Likes working?					
17. Friendly?					
18. Kind?					
19. Happy?					
20. Bad?					
21. Unhelpful?					
22. Selfish?					
23. Rude?					
24. Bad at school?					

How much do you agree or disagree with the following statements about the Other community?

25. I can trust them when they say they are sorry

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

26. I can trust them when they say they want peace

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

27. I **can't** trust them because they want revenge for things we have done to them

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

28. Do you think most people from the Other community would try to take advantage of you if they got the chance, or would they try to be fair?

Take advantage Be fair

1 2 3 4 5 6 7

29. Would you say that most of the time people from the Other community try to be helpful, or that they are mostly just looking out for themselves?

Looking out for themselves Helpful

1 2 3 4 5 6 7

30. Generally speaking, would you say that people from the Other community can be trusted, or that you can't be too careful?

Can't be too careful Can be trusted

1 2 3 4 5 6 7

	Definitely not (1)	**(2)**	**(3)**	**(4)**	**Definitely (5)**
31. Would you tell a person from the Other community about a problem you were worried about?					
32. Would you tell a person from the Other community about an exciting secret?					

Imagine being put in a class where **you were the only pupil from your community in a class of students from the Other community**. Tick the box to show how you would you feel.

How much do you agree or disagree with the following statements?

	Not at all (1)	A little (2)	Some (3)	Quite (4)	Extremely (5)
33. Happy					
34. Awkward					
35. Self-conscious					
36. Confident					
37. Relaxed					

38. It would be great if there would be more pupils from the Other community in school.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

39. I would not mind if a member of the Other community was my teacher.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

40. It would be great to have many people from the Other community living in my neighbourhood.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

41. Members of the Other community should be entirely equal in society to members of my community.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

42. Members of the Other community should be able to follow their own customs without being bullied or teased.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

43. Only the customs and traditions of my community should be respected

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

44. I would be unhappy if one of my close relatives married someone from the Other community.

Strongly Disagree Strongly Agree

1 2 3 4 5 6 7

	Strongly Disagree(1)	**(2)**	**(3)**	**(4)**	**Strongly Agree (5)**
45. I'm unsure of what to expect when I interact with young people from the Other community					
46. I'm not sure of what to do when I interact with young people from the Other community					

In general, would you talk about the following issues with a young person from the Other community?

47. Support for a political party (e.g. DUP, Sinn Fein)

Not likely at all Likely

1 2 3 4 5 6 7

48. Being British, Irish or Northern Irish.

Not likely at all Likely

1 2 3 4 5 6 7

49. Issues like the flag protest

Not likely at all Likely

1 2 3 4 5 6 7

50. Past trouble in Northern Ireland

Not likely at all						Likely
1	2	3	4	5	6	7

51. Religion

Not likely at all						Likely
1	2	3	4	5	6	7

52. The Irish language

Not likely at all						Likely
1	2	3	4	5	6	7

53. Events like St Patrick's day or the Twelfth of July

Not likely at all						Likely
1	2	3	4	5	6	7

54. Sports and sports teams

Not likely at all						Likely
1	2	3	4	5	6	7

55. How your community is treated better or worse than their community

Not likely at all						Likely
1	2	3	4	5	6	7

61. You might have mixed feelings about meeting people from the Other community. From the list below, **pick the three thoughts** that best sum up how you would feel if you were thinking about talking to someone from the Other community. Circle the letter for each you have chosen.

A. There is no point because we will never be close friends.
B. I could make a good friend and I don't want to miss out on that.
C. I feel happier in my friendship group, than going to try to talk to them.
D. I am a friendly person (or I want to be) so I will be friendly to people from any group.
E. I am curious about them and the way they live.
F. I am too afraid of saying the wrong thing and offending them or showing differences between us.
G. Meeting different people helps me know more about the world and brings new opportunities.
H. I am worried about what they will think of me, or what my own group will think of me.

62. Since the last time you took this survey, have you spent more time than usual thinking about the other community?

Yes ☐ I don't know ☐ No ☐

63. Since the last time you took this survey, has anything happened that has made you feel better or worse about the other community? (e.g. Do you spend more or less time with them? Has something good or bad happened between the communities?)

Yes ☐ I don't know ☐ No ☐

64. **If you answered 'Yes' to the previous question**, say what has happened using the box below:

Some more questions about you…

Do you have a disability? For example, do you use a wheelchair; not see or hear very well; or have learning difficulties.

Yes ☐ I'm not sure ☐ No ☐

Do you receive free school meals? This means meals you can have at your school that neither you nor your family has to pay for.

Yes ☐ I'm not sure ☐ No ☐

Which religious group do you feel you belong to? (Tick one)

- ☐ Church of Ireland (Anglican)
- ☐ Catholic
- ☐ Presbyterian
- ☐ Methodist
- ☐ Baptist
- ☐ Brethren
- ☐ Free Presbyterian
- ☐ Atheist
- ☐ Don't know
- ☐ Other

What is your nationality? (Tick one)

☐ Northern Irish	☐ Irish	☐ Other
☐ British	☐ Don't know	

To which ethnic group do you belong? Please tick all that apply.

☐ White	☐ Portuguese	☐ Lithuanian
☐ Chinese	☐ Polish	☐ Irish Traveller
☐ Black	☐ Romanian	
☐ Indian	☐ Other	

APPENDIX SIX: VALIDITY AND RELIABILITY ANALYSIS WIDER INTERVENTION STUDY

1. Contact

There were five questions in the 'Contact' section of the questionnaire, but as Item 5 dealt with extended contact only the first four Items were considered as part of this scale. Additionally, each of the four Items addressed a distinct aspect of contact, for example; frequency of contact by number of people and time (Items 1 and 2), by locality (Item 3) and frequency of outgroup friends (Item 4). For this reason, regardless of whether a reliable scale is found, no items will be omitted from analysis in this particular section, but rather analysed separately. There is therefore little need for a Chronbach's analysis. However, these items are expected to be strongly related and this assumption was investigated using factor analysis. No recoding was necessary. Responses questions in this category did not demonstrate normality (all p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .24 to .72.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.80. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .50 and .88.

b. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .29 to .79.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.84. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .47 and .89.

c. Time three factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .26 to .77.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.82. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .52 and .87.

2. Contact Frequency

The Contact Frequency scale in this study consisted of 4 items (Items 6-9) and was checked separately from Quality of Contact. Increasing scores indicated increasing frequency of contact. Responses questions in this category did not demonstrate normality (all p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .34 to .68.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.71. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .69 and .87.

b. Time one Chronbach's analysis

The Contact Frequency scale (4 items) was shown to be reliable ($\alpha = .77$). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .43 to .72.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.79. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .75 and .87.

d. Time two Chronbach's analysis

The Contact Frequency scale (4 items) was shown to be reliable ($\alpha = .77$). Reliability only decreased if items were deleted.

e. Time three factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .51 to .69.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.77. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All items loaded on to this factor by between .78 and .85.

f. Time three Chronbach's analysis

The Contact Frequency scale (4 items) was shown to be reliable ($\alpha = .83$). Reliability only decreased if items were deleted.

g. Conclusion for further analysis

From the above analyses a single scale was created for each time point based on the mean of the four variables.

3. Quality of Contact

As there were only two questions in this scale (Items 10 and 11), factor analysis could not be performed, but a correlation matrix was used to gather a general impression of validity and Chronbach's analysis performed to investigate reliability.

No recoding was necessary. Responses questions in this category did not demonstrate normality (all p values <.001).

a. Time one correlations

Items 1 and 2 had a reasonably high correlation (r=.80).

b. Time one Chronbach's analysis

The Time one Quality of Contact scale (2 items) was shown to be reliable (α = .92).

c. Time two correlations

Items 1 and 2 had a reasonably high correlation (r=.85).

d. Time two Chronbach's analysis

The Time two Quality of Contact scale (2 items) was shown to be reliable (α = .91).

e. Time three correlations

Items 1 and 2 had a reasonably high correlation (r=.87).

f. Time three Chronbach's analysis

The Time two Quality of Contact scale (2 items) was shown to be reliable (α = .92).

g. Conclusion for further analysis and subsequent study

From the above analyses a single scale was created for each time point based on the mean of the two variables.

4. Outgroup attitudes

Items 12-21 were split into two parts to measure positive (Items 12-16) and negative (Items 17-21) outgroup attitudes. The positive scales and items were; Competent (Items 12 and 13), and Warm (Items 14-16) and the negative scales and items were; Immoral (Item 17), Cold (Items 18-20), and Incompetent (Item 21).

For the purpose of factor analysis all negative (Immoral; Cold and Incompetent) items were recoded so that increasing scores indicated increasing positive attitudes,

however recoding was reversed before subsequent analysis. Responses questions in this category did not demonstrate normality (all p values <.001).

a. Time one factor analysis

Screening demonstrated that most variables correlated to some degree, ranging from .21 to .82.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.87. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. The negatively worded Items (17-21) loaded positively on Factor 1 by between .82 and .91. The positively worded Items (12-16) loaded positively on Factor 2 by between .78 and .85.

b. Time one Chronbach's analysis

The Outgroup Positive Attitudes scale (5 items) was shown to be reliable (α = .88). Reliability decreased or stayed the same if items were deleted. The Outgroup Negative Attitudes scale (5 items) was shown to be reliable (α = .91). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that all of the variables correlated to some degree. Items 14 and 15 correlated very highly (r=.90) and were omitted from factor analysis. All other correlations ranged from .36 to .86.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.87. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. The negatively worded Items (17-21) loaded positively on Factor 1 by between .80 and .95. The positively worded Items (12, 13 and 16) loaded positively on Factor 2 by between .81 and .92.

d. Time two Chronbach's analysis

Items 14 and 15 were re-added to the positive scale for analysis. The Outgroup Positive Attitudes scale (5 items) was shown to be reliable (α = .92). It appeared that reliability increased marginally (α = .93) if Item 13 was deleted, however this items had moderate corrected item total correlation (r=.67). The Outgroup Negative Attitudes scale (5 items) was shown to be reliable (α = .94). Reliability decreased or stayed the same if items were deleted.

e. Time three factor analysis

Screening demonstrated that most variables correlated to some degree. Items 19 'Selfish' and 20 'Rude' correlated very highly, (r=.92), so Item 19 was omitted from factor analysis. All other correlations ranged from .24 to .88.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.86. A scree plot and eigenvalues indicated 2 factors. Questions were correlated so oblique rotation was carried out. The positively worded Items (12-16) loaded positively on Factor 1 by between .82 and .88. The negatively worded Items (17, 18, 20 and 21) loaded negatively on Factor 1 by between -.88 and -.95.

f. Time three Chronbach's analysis

Item 19 'Selfish' was re-added to the Outgroup Negative Attitudes scale. The Outgroup Positive Attitudes scale (5 items) was shown to be reliable (α = .91). It appeared that reliability increased marginally if Item 13 'Like work' was removed from the scale (α = .92), however this item had reasonable corrected item total correlation (r=.66). The Outgroup Negative Attitudes scale (5 items) was shown to be reliable (α = .97). Reliability only decreased if items were deleted.

Conclusion for further analysis and subsequent study

From the above analyses two scales, one positive (12-16) and one negative (17-21) were created for each time point based on the means of each of the 5 variables.

13. Behavioural Attitudes

Only one type of Behavioural Attitude scale was retained from the previous study. Items 22-24 provided a measure of Approach behaviour towards the outgroup. Increasing scores indicated increasing Approach behaviours. Responses to questions in this category did not demonstrate normality (all p values <.001).

a. Time one factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .70 to .84.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.73. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All Items loaded positively on Factor 1 by between .88 and .94.

b. Time one Chronbach's analysis

The Behaviour scale (3 items) was shown to be reliable ($\alpha = .90$). It appeared that reliability increased if Item 23 'Learn about' was removed from the scale ($\alpha = .92$), however this item had reasonable corrected item total correlation (r=.75).

c. Time two factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .67 to .83.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.73. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique

rotation was carried out. All items positively loaded on to Factor 1 by between .88 and .94.

d. Time two Chronbach's analysis

The Behaviour scale (3 items) was shown to be reliable (α = .90). It appeared that reliability increased if Item 23 'Learn about' was removed from the scale (α = .91), however this item had reasonable corrected item total correlation (r=.74).

e. Time three factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .72 to .86.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.73. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All Items loaded positively on Factor 1 by between .89 and .94.

f. Time three Chronbach's analysis

The Behaviour scale (3 items) was shown to be reliable (α = .91). It appeared that reliability increased if Item 23 'Learn about' was removed from the scale (α = .93), however this item had reasonable corrected item total correlation (r=.77).

g. Conclusion for further analysis and subsequent study

From the above analyses a single scale was created for each time point based on the mean of the three variables.

14. Trust

The Trust scale in this study consisted of 6 items (Items 25-30). Item 27 which was worded negatively was reverse coded so that increasing scores indicated increasing Trust. Responses to questions in this category did not demonstrate normality (all p values <.001).

a. Time one factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .44 to .77. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.89. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All Items loaded positively on Factor 1 by between .62 and .89.

b. Time one Chronbach's analysis

The Trust scale (6 items) was shown to be reliable (α = .91). It appeared that reliability increased if Item 27 'Revenge' was removed from the scale (α = .93), however this item had reasonable corrected item total correlation (r=.52).

c. Time two factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .45 to .86.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.8. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out. All of the items loaded on to this factor by between .64 and .91.

d. Time two Chronbach's analysis

The Trust scale (6 items) was shown to be reliable (α = .92). It appeared that reliability increased if Item 27 'Revenge' was removed from the scale (α = .93), however this item had reasonable corrected item total correlation (r=.53).

e. Time three factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .50 to .85. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.88. A scree plot and eigenvalues indicated 1 factor. Questions were

correlated so oblique rotation was carried out. All Items loaded positively on Factor 1 by between .62 and .91.

f. Time three Chronbach's analysis

The Trust scale (6 items) was shown to be reliable (α = .92). It appeared that reliability increased if Item 27 'Revenge' was removed from the scale (α = .94), however this item had reasonable corrected item total correlation (r=.52).

g. Conclusion for further analysis and subsequent study

From the above analyses a single scale was created for each time point based on the mean of the six variables.

15. Anxiety

The Anxiety scale in this study consisted of 5 items (Items 31-35). Positive items in each Anxiety scale (Items 31, 34 and 35) were reverse coded so that increasing scores indicated increasing anxiety. Responses to questions in this category did not demonstrate normality (all p values <.001).

a. Time one factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .41 to .75.

The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.79. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All of the items loaded on to this factor by between .74 and .88.

b. Time one Chronbach's analysis

The Anxiety scale (5 items) was shown to be reliable (α = .86). Reliability only decreased if items were deleted.

c. Time two factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .38 to .75. The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.79. A scree plot and eigenvalues indicated one factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor one by between .73 to.87.

d. Time two Chronbach's analysis

The Anxiety scale (5 items) was shown to be reliable ($\alpha = .87$). Reliability only decreased if items were deleted.

e. Time three factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .49 to .77.

The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.81. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All of the items loaded on to this factor by between .73 and .87.

f. Time three Chronbach's analysis

The Anxiety scale (5 items) was shown to be reliable ($\alpha = .86$). Reliability only decreased if items were deleted.

g. Conclusion for further analysis and subsequent study

From the above analyses a single scale was created for each time point based on the mean of the five variables.

16. Self-disclosure

As there were only two questions in this scale, factor analysis could not be performed, but a correlation matrix was used to gather a general impression of

validity and Chronbach's analysis performed to investigate reliability. No recoding was necessary. Responses to questions in this category did not demonstrate normality (all p values <.001).

a. Time one correlations

Items 1 and 2 had a reasonably high correlation (r=.85).

b. Time one Chronbach's analysis

The Time one Self disclosure scale (2 items) was shown to be reliable (α = .92).

c. Time two correlations

Items 1 and 2 had a reasonably high correlation (r=.80).

d. Time two Chronbach's analysis

The Time two Self disclosure scale (2 items) was shown to be reliable (α = .90).

e. Time three correlations

Items 1 and 2 had a reasonably high correlation (r=.85).

f. Time three Chronbach's analysis

The Time one Self disclosure scale (2 items) was shown to be reliable (α = .92).

g. Conclusion for further analysis and subsequent study

From the above analyses a single scale was created for each time point based on the mean of the two variables.

17. General Prejudice

The Prejudice scale in this study consisted of 7 items (Items 38-44). For this section three types of prejudice scale were specified prior to validity analysis. Items 38-40 and 44 provided measure of prejudicial attitudes relating to societal segregation versus integration, Items 42 and 43 related to cultural prejudice, and Item 41 related to societal prejudice and equality. Items 38-42 were reverse coded so that increasing

scores indicated increasing General Prejudice. Responses to questions in this category did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .31 to .74. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.83. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor one by between .51 to.81.

b. Time one Chronbach's analysis

The Prejudice scale (7 items) was shown to be reliable (α = .84). However, reliability increased (α = .85) if Item 44 on Relatives marrying outgroup members was deleted and it had low corrected item total correlation (r=.40).

c. Time two factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .30 to .78. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.85. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor one by between .47 to.86.

d. Time two Chronbach's analysis

The Prejudice scale (7 items) was shown to be reliable (α = .86). However, reliability increased (α = .88) if Item 43 on Respecting customs and traditions was deleted and it had low corrected item total correlation (r=.37).

e. Time three factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .29 to .78. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.81. A scree plot and eigenvalues indicated 2 factors, which differed from the

analysis at Times ones and two. Questions were correlated so oblique rotation was carried out. Items 38-42 loaded onto Factor one by between .67 and .92, and Items 43 and 44 loaded onto Factor two by .88 and .80 respectively. There was no cross-loading. This is an odd result as the previous analysis did not find any differentiation in the scale, and Items 43 and 44 deal with differing subject matter; 'Only the customs and traditions of my community should be respected', falls under cultural prejudice, and 'I would be unhappy if one of my close relatives married someone from the Other community' deals with prejudicial attitudes relating to societal segregation versus integration. Each of these categories contain other Items in the scale which should be more related to Items 43 or 44.

f. Time three Chronbach's analysis

Two scales were tested as specified by the factor analysis. The Prejudice scale one (5 items) was shown to be reliable ($\alpha = .88$). Reliability only decreased if items were deleted. The Prejudice scale one (2 items) was shown to be reliable ($\alpha = .67$). However a scale incorporating all of the Prejudice measures together was shown to be only marginally less reliable than Prejudice scale one, and considerably more so than Prejudice scale two ($\alpha = .86$) and reliability only decreased if items were deleted.

g. Conclusion for further analysis and subsequent study

The above analysis indicates issues with two of the variables on different occasions. Item 44 at Time one, Item 43 at Time two, and both items appeared to constitute a scale of their own at Time three. However, each Item's counterpart at another time was found to be reliable, and the single scale was found to be reliable at Time three. As a result a single scale was created for each time point based on the mean of the seven variables.

18. Uncertainty

The Uncertainty scale in this study consisted of 2 items (Items 45 and 46). As there were only two questions in this scale, factor analysis could not be performed, but a correlation matrix was used to gather a general impression of validity and Chronbach's analysis performed to investigate reliability. No recoding was necessary. Responses to questions in this category did not demonstrate normality (all p values <.001).

a. Time one correlations

Items 45 and 46 had a reasonably high correlation (r=.73).

b. Time one Chronbach's analysis

The Time one Uncertainty scale (2 items) was shown to be reliable (α = .84).

c. Time two correlations

Items 45 and 46 had a reasonably high correlation (r=.76).

d. Time two Chronbach's analysis

The Time two Uncertainty scale (2 items) was shown to be reliable (α = .86).

e. Time three correlations

Items 45 and 46 had a reasonably good correlation (r=.54).

f. Time three Chronbach's analysis

The Time one Uncertainty scale (2 items) was shown to be reliable (α = .60).

g. Conclusion for further analysis and subsequent study

From the above analyses a single scale was created for each time point based on the mean of the two variables.

19. Subjects talked about

The Subjects talked about scale in this study consisted of 9 items (Items 47-55). Each item addressed a particular subject which may cause contention between the two

communities. Increasing scores indicated an increasing willingness to talk about these subjects with the outgroup, and no recoding was necessary. All responses to questions in this category at both Times one and two did not demonstrate normality (p values <.001).

a. Time one factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .15 to .74. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.91. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor one by between .45 to.84.

b. Time one Chronbach's analysis

The Subjects talked about scale (9 items) was shown to be reliable (α = .88). However, reliability increased (α = .89) if Item 54 on 'Sport' was deleted and it had low corrected item total correlation (r=.38).

c. Time two factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .10 to .78. The data was confirmed to be suitable by a Bartlett's test p<.001 and KMO=.92. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor by at ≥.4 (between .60 to.87) with the exception of Item 54 'Sport' which only correlated by .34 so was omitted from Chronbach's analysis.

d. Time two Chronbach's analysis

The Subjects talked about scale (8 items) was shown to be reliable (α = .89). However, reliability appeared to increase (α = .90) if Item 55 on 'Inequality' was deleted, but this Item had reasonable corrected item total correlation (r=.59).

e. Time three factor analysis

Screening demonstrated that the variables correlated to some degree, ranging from .11 to .78. The data was confirmed to be suitable by a Bartlett's test $p<.001$ and KMO=.90. A scree plot and eigenvalues indicated 1 factor. Questions were correlated so oblique rotation was carried out. All questions loaded on this factor one by between .65 to.91.

f. Time three Chronbach's analysis

The Subjects talked about scale (9 items) was shown to be reliable ($\alpha = .89$). However, reliability increased ($\alpha = .91$) if Item 54 on 'Sport' was deleted and it had low corrected item total correlation (r=.28).

g. Conclusion for further analysis and subsequent study

The above analysis indicates an issue Item 54 on 'Sport' at each time. This is an interesting finding as it indicates that the topic of sport doesn't appear to be viewed in the same way as the other variables. As a result a single scale was created for each time point based on the mean of the eight variables, with Item 54 having been omitted. However, Item 54 will be analysed separately to determine if the interventions have any effect on responses, despite its apparent lower level of contentiousness.

APPENDIX SEVEN: WIDER INTERVENTION STUDY ACTIVITY PLANS AND RESOURCES (EXAMPLE – DRAMA)

Contents

Overview of activities

Thank you for agreeing to help facilitate this research project. This document should provide you with comprehensive instructions of how to run the specified activity, but if you have any further questions please do not hesitate to contact the researcher

(Deborah Kinghan dkinghan02@qub.ac.uk).

Aim:

Overall, the aim of this research, is to create simple activities that can be used by all teachers to help young people understand and appreciate difference, as well as feel confident and comfortable building relationships and friendships with people from other communities. The activities are applicable to a range of subjects, but may provide greatest use Learning for Life and Work Curriculum (specifically the Local and Global Citizenship strand) as they aim to help pupils feel able to engage in wider society, and interact with lots of different people.

The activities also have other benefits in terms of the Thinking Skills and Personal Capabilities they may also help develop. These are noted in each individual activity plan.

What will participation involve?:

Classes will **follow 3 sessions of activity plans provided by the researcher.** These plans include time for **completing questionnaires** used to measure any changes in attitudes and feelings towards other groups. The role of teachers will be to facilitate and observe these activities and then complete a short questionnaire.

All of the activity plans follow a similar structure;

Session 1: Questionnaire AND introduction to activity

Session 2: Time provided for activity

Session 3: Peer assessment AND questionnaire

Timings:

Each session is designed to be completed within one 30 minute class and the entire activity programme a maximum of three weeks. However, if classes are taught in double periods the programme can be completed in two weeks. In this case sessions one and two should be completed in the first class, and session three should be completed in the first half of the second class. **Make sure that the classes are scheduled in consecutive weeks, not all in one week or more than a week apart. (If for any reason a session is postponed the researcher should be made aware).**

Consent form for parents/guardians

Researcher: Deborah Kinghan (dkinghan02@qub.ac.uk)

Supervisor: Dr Rhiannon Turner (r.turner@qub.ac.uk)

Address: School of Psychology

Queens University Belfast

BT9 5BW

Please return by_____

Dear Sir/ Madam,

My name is Deborah Kinghan and I am PhD student working in the School of Education and School of Psychology at Queens University, Belfast, working under the supervision of Professors Rhiannon Turner and Joanne Hughes. My research involves looking at different ways to improve relations between young people in different communities within Northern Ireland.

[School name] have agreed to take part in this research and we are now writing out to each parent/guardian to ask if you would be happy for your child to take part. Please note that your child will receive the opportunity to give their consent before the research commences, but please discuss this decision with your child before completing this form. Participation is entirely voluntary, ***but to avoid confusion, all forms should be returned whether consent is given or not.***

In our research, pupils will be given the opportunity to participate in one of four specially designed activities to help them think about interacting with different people. They will be asked to imagine a scenario involving cross-community contact, and complete a task based on this scenario. They will also complete a short questionnaire about different social attitudes and feelings experienced when interacting with individuals from different backgrounds (completed before and after the task). Any written materials from the classes will be collected to ensure that the activities were followed successfully and extracts may be used (anonymously) in further analysis. This research will form part of the child's normal curriculum through [Subject] classes. Adequate time will be provided in these classes to complete the activities, but as is normally the case any remaining work will need to be completed for homework.

This research adheres to the ethical guidelines set out by the British Psychological Society, and has been approved by the Psychology Ethics Committee at Queens University. These guidelines include principles such as obtaining informed consent before research starts, notifying you and your child of your right to withdraw at any time up to when data is analysed after the research (30/12/15), and confidentiality. Additionally, the researcher has been ACCESSNI checked as a requirement of conducting research in an educational setting. This letter should provide you with enough information about the study to allow you to make an informed decision about participation. However, if you have any questions or would like to discuss anything else, please note the contact details of myself and my

supervisor Professor Turner at the top of this form and let us know if you have any questions.

The protection of confidentiality is taken seriously by the university. If you agree to participation and your child agrees to complete the study, all responses and questionnaires will be treated confidentially. Identifying information will be kept securely and separately from the rest of the questionnaires. Other than the researcher, the only people who will have access to the data will be the named supervisors at Queens University. Once the data is analysed, a report of the findings may be submitted for publication. This report will not contain any identifying information about individual pupils. The school will be informed once the findings have been made available.

Please circle yes or no to the following questions, and sign at the bottom to state that you consent to your child participating in this study.

Thank you for your response,

Deborah Kinghan

▪ Have you had the opportunity to ask questions and discuss the study?	YES / NO
▪ If you have asked questions have you had satisfactory answers to your questions?	YES / NO
▪ Do you understand that you are free to withdraw from the study at any time up to the point of data analysis? (This will occur on or before 30/12/15)	YES / NO
▪ Do you understand that your child is free to choose not to answer a question without having to give a reason why?	YES / NO
▪ Do you allow your child to take part in this study?	YES / NO
▪ Do you agree to your child's responses being used in a statistical analysis?	YES / NO
▪ Do you grant permission for extracts from the questionnaire and written materials to be used in reports of the research on the understanding that your child's anonymity will be maintained?	YES / NO

Signed: _____

Date: _____

Imagined contact (Drama group) – Session 1

If Subject is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
5. Questionnaire: **(For pupils who have consented to research)**	15-20 mins	(For research purposes)	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • While pupils are logging on, researcher will introduce the research and will read some information about 'community.' Teacher should read this information if researcher cannot be present. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Making: *Suggested, but not obligatory* activity **for those not participating in research**.	15-20 mins	Beginning to think about ideas relevant to the following task. Thinking about how	All people have similarities and differences, e.g. the films and music they like, their skills and talents. • Ask pupils - If they were designing a survey to be given to all people in Northern Ireland what would they want to know about the things that	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose and asking focused questions **Thinking, Problem-Solving, and Decision-Making:**	• Paper and pens, or if enough computers available this can be word formatted.

(Note: this activity and the information in it will not be assessed by researcher)		all people have similarities and differences. Evaluating what kind of information is important to them.	make us all similar and different? • Get them to create their own mini-surveys and for each question, give a reason why they want to know that particular information. • Help them to understand use of appropriate questions/wording (e.g. personal information about age is often difficult to ask about – often addressed by using broad age categories. Some questions about money or personal habits e.g. smoking/drinking could be seen as too personal by some, but Health organisations for example would find this information important). • **Pupils will create these to be given out to survey 3 classmates in session 3.** • Surveys should be between 5-10 questions and multiple choice.	• Using different types of questions • Understanding "appropriate" questions and justifying methods. **Being Creative:** • Promotion of curiosity, and exploration and experimentation to develop knowledge and understanding; • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Generating questions and problems to explore, experimenting with different ideas, designs, actions, and outcomes, and alternative solutions. • Learn from and value other people's ideas	
6. Task Introduction	10-15 mins	Thinking about positive outcomes of cross-	• Provide instruction sheets to pupils introducing them to the task **teacher should read first three paragraphs of instructions** provided.	**Managing Information:** • Plan and break a task into sub-tasks – imagining and writing notes and own script ideas first, collaborating and rehearsing in the next session	• Pupils should **log off computers** at this stage and record

		community contact	• Pupils will be asked to imagine an interaction with a member of another community to be acted out as a 2-5 minute role-play in a pair. • Rehearsing the role-play should NOT begin to be worked on until Session 2. Ensure that pupils spend this time thinking about their interactions in sufficient detail and creating individual scripts.	• Choose appropriate methods for collating, recording, integrating and representing information • Begin to think about communicating information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique • Make reasoned judgements about future experiences rather than jumping to immediate conclusions, additionally ensure that ideas are well formed and organised before engaging in scripting. **Being Creative:** • Promotion of curiosity and imagination, and exploration and experimentation of imagined scenario to develop knowledge/understanding. • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilient viewpoints. **Self-Management** • Opportunity for self-directed learning • Learn how to organise and plan drama task by taking time to think and make notes before beginning writing scripts, and then rehearsing • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills	ideas on paper. • Instruction sheets to be distributed.

Imagined contact (Drama Group) – Session 2

If Subject is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
7. Activity	30-35 minutes	Drama task – Pupils should get together in pairs and compare their own notes and scripts. In each pair they should work on writing joint script which can incorporate whatever balance of ideas from each personal script as they decide. Pupils should be aware that these role-plays should last as close to five minutes as possible. They may then begin to rehearse these role-plays. Thinking about positive outcomes of cross-community contact.	• Teacher should **take a roll of the class** to ensure that all pupils participating in research are present in this session – pass on initials and date of birth to researcher (full names should never be passed on). • Based on the imagined interactions from session 1, pupils should begin to create their joint scripts. • Encourage them to make their dramas as detailed and as realistic and believable as possible. • It may not be possible for all pupils to play the role they had imagined themselves playing. • **If role-plays are not sufficiently rehearsed in this session pupils should do this in their own time before next class**. • **Emphasise that the role-plays will be marked by their peers in the next session** so they should pay attention to; 4. How close to 5 minutes the role-play lasts. 5. How well the role-play is acted 6. How realistic and believable the scenario is.	**Managing information** • Select, classify, compare and evaluate information for a purpose. • Communicate information with a sense of audience and purpose. **Thinking, Problem-Solving, and Decision-Making:** • Engagement in an active learning technique • Make reasoned judgements about future experiences rather than jumping to immediate conclusions. • Think flexibly and make predictions • Generate possible solutions, weigh up pros and cons, and try out alternative approaches. **Being Creative:** • Promotion of curiosity and imagination, and exploration and experimentation of imagined	• Extra instruction sheets for pupils who have forgotten theirs from previous session.

			These three points will be the criteria used to mark the role-plays.	scenario to develop knowledge and understanding • Make ideas real by refining them through the creative process of experimenting with different ideas, designs, actions, and outcomes, imagining different possibilities and alternative solutions • Challenge routine learning methods and value the unexpected or surprising discoveries • Opportunity for self-expression and personal responses to help promote resilience in viewpoints. **Working with others** • Be sensitive to and respect others' feelings, and be fair and responsible; • Develop the confidence and willingness to join in and fully engage in collaborative drama activity, the social skills required for working in pairs • Appreciate some of the aspects of group dynamics and roles e.g. active listening, sharing opinions, turn-taking, sharing and cooperating;	

				• Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations; • Take personal responsibility for work with others and evaluate their own contribution to the group; • Respect the views and opinions of others and reach agreements using • negotiation and compromise **Self-Management** • Opportunity for self-directed learning • Organise and plan drama task • Focus sustained attention on tasks and develop persistence • Opportunity to practice time-management skills • Develop ability to seek advice when necessary	

Imagined contact (Drama group) – Session 3

If Subject is taught in a double period Sessions 1&2 should be completed in first class, and Session 3 completed in first half of second class.

Section and pupils involved	Time required	Learning	Teaching/Learning Activities	Thinking Skills and Personal Capabilities	Resources
8. Peer marking of role-plays	10-15 mins	To ensure research activity has been properly carried out.	• Each pair will act out their role-play to another pair, who will evaluate and mark them on the following criteria; 4. How close to 5 minutes the role-play lasts. 5. How well the role-play is acted 6. How realistic and believable the scenario is. If there is time, get some of the pupils to explain the stories behind role-plays they have just watched to the rest of the class.	**Thinking, Problem-Solving and Decision-Making** • Evaluating outcomes of activity and making reasoned judgements in marking **Being creative** • Taking risks for learning by allowing mistakes and perceived failures to be viewed in terms of the opportunities that they present • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management**	• Copy of marking criteria sheet

				• Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts.	
8. Questionnaire: (**For pupils who have consented to research**)	15-20 mins	(For research purposes) Same questionnaire as before	• Pupils will log onto computers. • Teacher will provide link to online survey either by writing on board or sending link to pupil accounts. • Ensure that pupils complete questionnaire and provide clarification on words/phrases pupils are unsure of.	(For research purposes)	• Access to computers • Link to survey
Survey Testing: *Suggested, but not obligatory* activity **for those not participating in research**. (Note: this activity and the information in it will not be assessed by researcher)	15-20 mins	Understanding different ways to gather information. Learning to critique questions asked of themselves and others.	• Surveys which were created in session 1 to be given to 3 classmates. • These surveys will be completed by each of the 3 classmates and the reasons justifying each question considered. • Classmates will provide feedback by giving a mark out of 10 for how easy the survey was to complete and should put a star	**Managing Information:** • Understanding different ways of gathering information. • Selecting information for a clear purpose. • Understanding "appropriate" questions. **Thinking, Problem-Solving, and Decision-Making:** • Using different types of questions • Understanding "appropriate" questions and justifying methods.	• Paper and pens, or if enough computers available this can be word formatted.

			beside any question they feel is unnecessary or not justified well enough. • Pupils should be made aware that they do not have to answer any questions that they do not want to.	• Evaluating outcomes of activity and making reasoned judgements in marking **Being Creative:** • Taking risks for learning by allowing mistakes to be viewed in terms of opportunities to improve; • Learning from the ideas of others **Working with others** • Give and respond to feedback. Understand how actions and words affect others and adapt behaviour and language to suit different people and situations • Develop sensitivity, fairness and empathy to toward the feelings of others in providing feedback **Self-management** • Develop understanding and awareness of their own learning, by understanding the tools of evaluating personal strengths and weaknesses, and reviewing own (and peer) work. • Compare their own approach with others' and in different contexts	

Please remember to fill out teacher questionnaire once this final session is complete

Instructions for pupils – Drama activity

In the rest of this class spend time **imagining yourself having a positive experience meeting a member of another community. In this encounter, you have to work together with this person to complete a task. You are successful in the task and you really enjoy taking part in it.** Try to imagine as many details as possible e.g. where you met, what you say to each other, what the other person looked like. Organise and keep track of what you imagine using notes (bullet points, spider diagrams etc.) and doodles.

Once you have imagined your story, begin to write a script for a 2-5 minute role-play to be performed by two people. This may just be a couple if quick scenes e.g. meeting for the first time, getting to know each other, succeeding in a task. You do not have to use your name in the story, but you must imagine yourself as one of the characters. That means that you can use a fake name and description for the character who is "you."Later, you will get into pairs and compare scripts. You can choose the best script or use bits of both scripts for your role-play. You will then have time to practice before performing it to others your class. Try to make the story both realistic and interesting.

If you are in a single period you should not get into a pair until next week's class, if this is a double period class, wait until your teacher tells you that you can get into a pair. This is to make sure you have time to properly imagine your story. Before you write your script you are allowed to make notes. To make sure that you remember everything make as detailed notes as possible.

A few ideas to get you thinking, you do not have to think about all of them:

- Where were you? What were you doing?
- What did the person look like?/ What age were they?
- How did you feel spending time with this person? Did your feelings change from the start to the end?
- How did you know/find out they were from the other community?
- What did you talk about?/ Did you learn something new? What did you find out?
- Did you help them do something?/ Did they help you do something?
- What was the weather/room/your surroundings like?
- What activities/tasks did you do together?
- Did you get something from the experience or get to do something new?
- What were the best or your favourite things about spending time with this person?
- Were you inside school or outside school, or both?
- Did you have things in common?
- What surprised you about spending time with this person?

You will be marking each other's role-plays based on the following points;

1. How close to 5 minutes does the role-play last? (Mark out of 10 – remove a mark for every minute over or under 5 the role-play lasts)
2. How well is the role-play acted out? Does each person get into character well? (Mark each person out of 5)
3. How realistic and believable is the story? (Has the story been well thought-out?) (Mark out of 10).

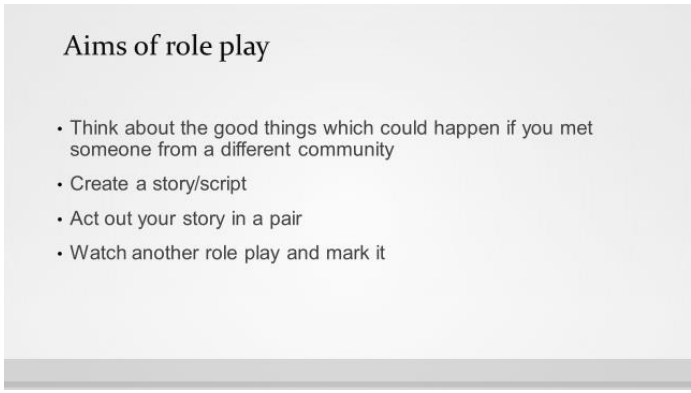
‘Community’ question instructions – to be read out by teacher if researcher cannot be present

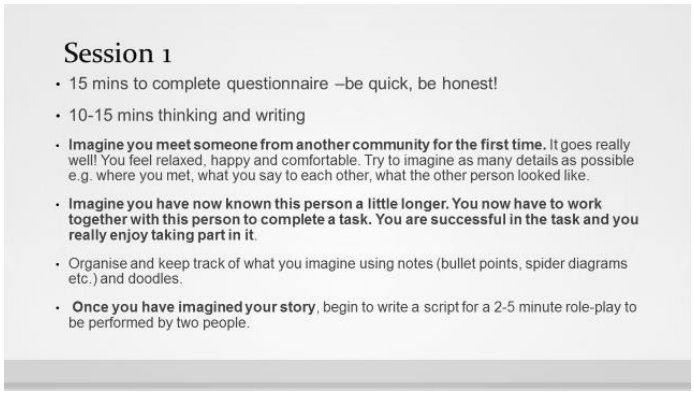
- One of the most important questions in the survey asks about COMMUNITY.
- In Northern Ireland there are two main communities – Catholics and Protestants. Your religion might be Catholic or Protestant, but to be part of the Catholic or Protestant COMMUNITY in Northern Ireland you might not go to church at all, because community is slightly different from religion.
- If you know that you are definitely from either the Protestant or Catholic community, choose that one.
- You do not need to say to anyone else what your community background is.
- Some people don’t come from either of the two main communities and that’s ok.
- Some of you might think that you have the most in common with Catholic community, or the Protestant community, but the terms ‘Catholic’ or ‘Protestant’ might not be that important to you. Just for these questionnaires, even if belonging to the Catholic or Protestant community isn’t important to you, please choose the one that you are closest to.
- [EXPLAIN - YOU WILL PROVIDE A FEW EXAMPLES OF THINGS THAT ARE TRADITIONALLY SEEN AS CATHOLIC OR PROTESTANT- THESE THINGS MAY NOT BE TRUE FOR ALL CATHOLICS OR ALL PROTESTANTS, BUT ARE JUST TO HELP THEM THINK WHICH COMMUNITY THEY ARE CLOSEST TO]

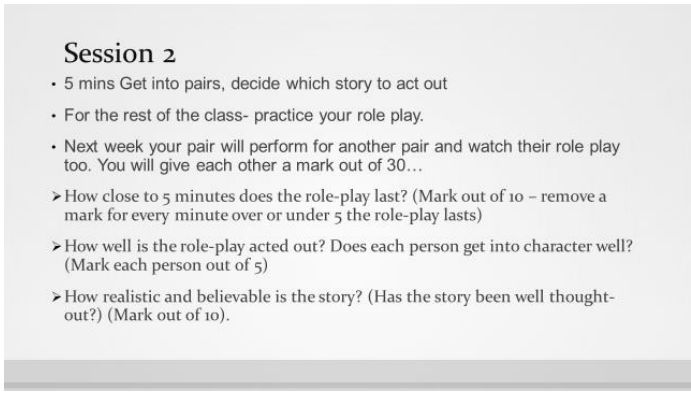
    1. Religion, can be a PART of community background. Even if you don’t go to a church, where would you family go to church? Where would you go to weddings, christenings, funerals, Christmas services?
    2. Do you see yourself as more British, or more Irish? More Protestant people view themselves as British, and more Catholic people would view themselves as Irish.
    3. Do you speak Irish? More Catholic people speak Irish than Protestant people.
    4. Do you celebrate on the 11th and 12th of July? Protestant people mostly celebrate on these days.

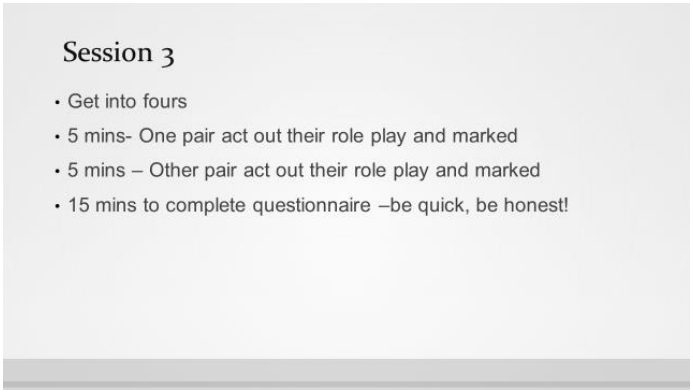
- If you aren’t in either of those communities and you know that you are definitely not, or if you are still not sure then you can choose ‘Neither’ or ‘Don’t know’, but please don’t choose these unless you are really sure you are a different community, or if you really don’t know.
- If you don’t choose Catholic or Protestant you will be asked how you feel when you meet people from ‘different communities.’ For this questionnaire, ‘different communities’ can mean any group of people who have things in their culture which are different to yours, even in a small way. You can decide for yourself who this might be.

Drama PowerPoint









Worksheet – Drama activity

- **Imagine you meet someone from another community for the first time. It goes really well! You feel relaxed, happy and comfortable.** Try to imagine as many details as possible e.g. where you met, what you say to each other, what the other person looked like.

- Box to write notes and doodles about what you imagine.

- **Imagine you have now known this person a little longer. You now have to work together with this person to complete a task. You are successful in the task and you really enjoy taking part it**.

- Box to write notes and doodles about what you imagine.

Ideas to help you…

A few ideas to get you thinking, you do not have to think about all of them:

- Where were you? What were you doing?
- What did the person look like?/ What age were they?
- How did you feel spending time with this person? Did your feelings change from the start to the end?
- How did you know/find out they were from the other community?
- What did you talk about?/ Did you learn something new? What did you find out?
- Did you help them do something?/ Did they help you do something?
- What was the weather/room/your surroundings like?
- What activities/tasks did you do together?
- Did you get something from the experience or get to do something new?
- What were the best things or your favourite things about spending time with this person?
- Were you inside school or outside school, or both?
- Did you have things in common?
- What surprised you about spending time with this person?

Once you have imagined your story, write a quick plan for a 2-5 minute role-play to be performed by two people. This may just be a couple if quick scenes e.g. meeting for the first time, getting to know each other, doing well in a task. Later, you will get into pairs and choose the best plan for your role-play. You will then have time to practice before performing it to others your class. Try to make the story both realistic and interesting

- Use a file page if you need extra room